DOCUMENT RESUME

ED 154 751 HE 010 080

TITLE The Master Plan for Higher Education in Louisiana.
INSTITUTION Louisiana State Board of Regents, Baton Rouge.
PUB DATE Apr 78
NOTE 85p.; Parts of document may be marginally legible due to small type
AVAILABLE FROM Louisiana Board of Regents, P. O. Box 44362, Capitol Station, Baton Rouge, Louisiana 70804

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS Access to Education; Articulation (Program); College Choice; College Faculty; College Libraries; *College Role; Cost Effectiveness; Educational Finance; Educational History; Educational Objectives; Educational Quality; Enrollment Rate; Facilities; Financial Support; Futures (of Society); *Governance; *Higher Education; Master Plans; Programs; Resource Allocations; *State Boards of Education; *Statewide Planning; Student Characteristics
IDENTIFIERS *Louisiana

ABSTRACT

The master plan represents a comprehensive effort to plan for the future of higher education in the state. It presents the philosophy of the board of regents, and is intended as a guide for the governor, legislature, institutions, management boards, and the board of regents in making decisions. Four general concepts are reflected: (1) the board's concern for educational quality; (2) recognition of the need for diversity; (3) dedication to maintaining access to higher education; and (4) the most efficient use of resources. Described in detail are: the planning process, goals and assumptions, the state's higher education history, population, student characteristics, enrollment, coordination and governance in the state, institutional missions, academic programs, access and choice, faculty, libraries, financing, physical facilities, and the future agenda. (MSE)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED1547751

# The Master Plan

## For Higher Education In Louisiana

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
La. Board of Regents
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND THE ERIC SYSTEM CONTRACTORS."

HE010080

Louisiana Board of Regents April 1978

## CONTENTS


Foreword . . . . . 1

The Planning Process . . . . . 1

Goals and Assumptions . . . . . 2

A Brief History of Existing Higher Education Institutions in Louisiana . . . . . 4

Population, Student Characteristics, and Enrollment . . . . . 8

Coordination and Governance of Higher Education in Louisiana . . . . . 13

Role, Scope, and Mission of Louisiana Institutions of Higher Education . . . . . 15

Academic Programs . . . . . 24

Access and Choice . . . . . 32

Faculty . . . . . 37

Libraries . . . . . 39

Financing Higher Education . . . . . 42

Physical Facilities . . . . . 46

The Future Agenda . . . . . 49

Appendix A: Tables and Figures . . . . . 50

Appendix B: *State Appropriation Formula* . . . . . 73

**RULES**

**Board of Regents**

# The Master Plan for Higher Education in Louisiana

## Foreword

This master plan represents the most comprehensive effort ever undertaken in Louisiana to plan for the future of higher education. The document represents the Board of Regents' philosophy of higher education. It contains numerous recommendations for action to implement the Board's philosophy and to provide for well-ordered growth and development under both the present minimal levels of funding and optimum levels of funding. The plan is a living document. It represents a positive and realistic approach to the future. It is intended to be used as a guide in making decisions by the Governor, the Legislature, the institutions, the management boards, and the Board of Regents. The general concepts of the plan are:

First, the plan reflects the Board of Regents' concern for quality at all levels of education. Numerous recommendations are designed to maintain and enhance the quality of Louisiana's educational system. The foundation of a sound higher education system is strong, high quality baccalaureate programs which challenge both the student and the faculty member. In recognition of this, the plan emphasizes the Board of Regents' expectation that all senior and comprehensive state universities will maintain sound baccalaureate programs in a wide, carefully planned variety of fields as their primary thrust.

Second, the plan reflects the Board of Regents' recognition of the need for diversity in higher education in order to meet the demands of a diverse population. To achieve this diversity, the plan advocates implementing additional one and two-year academic programs in all two-year institutions and most senior state universities. A characteristic of Louisiana's present system of higher education is diversity at levels other than the associate degree level. A potential student's choice of programs is limited at the certificate and associate level, however, because of a lack of wide program availability. This call for diversity must not be interpreted as an effort either to undermine high quality education at other levels or to reduce the status of any institution. This recommendation is designed to provide more needed programs of high quality.

Third, this plan reflects the Board of Regents' dedication to maintaining access to higher educational opportunities for all the State's citizens. Louisiana has numerous institutions of higher learning geographically located within commuting distance of the vast majority of the population. The Board of Regents is dedicated to maintaining each of these institutions and to supporting the unique opportunities each can provide.

Finally, this plan reflects the Board of Regents' determination that resources will be utilized in the most efficient manner possible and in the best interest of the State and its citizens. While the plan encourages institutions to continue to develop in keeping with identifiable demand and the State's ability to support that demand, it also pledges careful review of all new program proposals and careful scruntiny of all existing programs. If a new degree program proposal is found to be academically unsound or lacking in provable demand, that proposal will be denied. If, in the course of the Board's ongoing academic program review, a program at any level is found to be no longer needed or lacking in quality and potential for achieving quality, that program will be phased out. It is essential that both expansion and maintenance of all higher educational programs and services must be carefully monitored to assure that they pass the important tests of need and quality.

In summary, this master plan represents the Board of Regents' judgment regarding the appropriate future direction for higher education in Louisiana.

## Chapter I
## The Planning Process

The Board of Regents is constitutionally mandated "to formulate and make timely revision of a master plan for higher education." This document represents the Board's effort to fulfill this mandate.

Planning is, of course, a continuous process. Foresight is limited and often faulty. It would be presumptuous for any person or group to assume that they can be certain of the future. This planning document will, therefore, undergo careful assessment on a regular basis. A progress report will be issued biennially to the people of Louisiana. These reports will examine the progress made in implementing recommendations proposed by the plan, and will assess the results in light of the goals set forth herein. New and changing issues will also be addressed in the progress reports, and solutions will be sought for these issues.

The Board of Regents is aware that planning cannot be done in isolation—the process and the product are inseparable. The procedures followed by the Board as it developed this plan are outlined below.

In May, 1975, the Board of Regents requested each institution of higher education in Louisiana, both public and independent, to submit a statement of its role and scope that would include any changes anticipated within the next five years. These statements were received in early 1976. In July, 1975, the Board's Planning and Research Committee met with Dr. Robert Berdahl, Professor of Higher Education at the State University of New York at Buffalo, securing his advice on appropriate procedures for developing a master plan.

During the period from May to November, 1975, the Board of Regents' staff developed informational reports on a variety of topics pertinent to planning. They established, with Board permission, a Master Plan Advisory Group to advise the staff during the development of the plan. This Advisory Group is representative of the three systems of public higher education, the independent sector, and the different types of institutions in Louisiana. Members of the Master Plan Advisory Group are:

Dr. George Branam
Vice Chancellor for Academic Affairs
University of New Orleans

Dr. Gary Brashier
Vice Chancellor for Academic Affairs
Louisiana State University—Shreveport

Dr. H. Rouse Caffey
Associate Director
Agricultural Experiment Stations
Louisiana State University

Dr. Lamore J. Carter
Vice President for Academic Affairs
Grambling State University

Dr. Lee Hargrave
Professor, School of Law
Louisiana State University—Baton Rouge

Dr. Lee Hoffman
Director of Planning
Tulane University

Ms. Lois Michelli
Education Specialist
Board of Elementary and Secondary Education

Mr. James Nicholson
Executive Vice President
Northeast Louisiana University

Mr. Ed Davis
Education Specialist
Board of Trustees for State Colleges and Universities

Dr. John C. Finerty
Vice Chancellor for Academic Affairs
Louisiana State University Medical Center

Mr. Dudley Frickie
Executive Assistant to the President
Louisiana State University

Ms. Loneta Graves
Vice President for Financial and Administrative Affairs
Northwestern State University (Retired)

Dr. Cecil Groves
Vice President
Delgado Junior College
(Resigned to assume the presidency of Austin Community College, Austin, Texas)

Dr. Virgil Orr
Vice President for Academic Affairs
Louisiana Tech University

Dr. James Prestage
Vice President for Academic Affairs
Southern University—Baton Rouge

Dr. Otis Wheeler
Vice Chancellor for Academic Affairs
Louisiana State University—Baton Rouge

Dr. T. T. Williams
Administrative Assistant to the President
Southern University—Baton Rouge

The Master Plan Advisory Group met on numerous occasions from late 1975 until completion of this document and provided valuable assistance in reviewing each chapter of the plan as it was developed.

By the fall of 1976, an outline of the plan had been developed and tentative goals had been identified. At this point, the Planning and Research Committee conferred with Dr. D. Kent Halstead of the National Institute for Education to obtain his advice on the adequacy and appropriateness of the subjects to be dealt with in the plan and the tentative goals.

In the course of developing the plan, the Board of Regents identified several issues on which they desired outside expert advice. These are the authorities who advised the Board on each matter:

1. Graduate education in the Shreveport area—Drs. John Folger and Richard Jonsen (Education Commission of the States).

2. The efficient and effective use of State-supported resources located in proximity to each other—Drs. Bevington Reed (former Commissioner of Higher Education for the State of Texas), James Godard (Southern Regional Education Board), and Joffre Whisenton (Southern Association of Colleges and Schools).

3. Legal education in Louisiana—Deans Charles Meyers (Stanford University) and Peter Hay (University of Illinois).

The reports by these consultants are on file in the Board office.

The first draft of the plan was completed in June, 1977. It was then distributed to the public and independent institutions of higher education for their review. In order to assess objectively the draft plan and institutional reactions to it, the Board acquired the services of Drs. John Folger and Robert Berdahl. Drs. Folger and Berdahl conferred in Louisiana with representatives of the public and independent institutions of higher education, the Master Plan Advisory Group, the Planning and Research Committee, and members of the Board's staff. Drs. Berdahl and Folger recommended numerous changes in the draft plan. Many of their recommendations were reflected in a second draft which was widely circulated in September, 1977.

Public hearings on the second draft of the plan were held in New Orleans, Shreveport, and Baton Rouge during September, 1977. In over twelve hours of testimony, hundreds of interested citizens expressed their views on the draft plan to the Planning and Research Committee. Additionally, numerous written documents were submitted to the Committee for study, and many people addressed the Committee during regularly scheduled Committee meetings.

As a result of comments received, a third draft of the plan was developed and distributed in December, 1977. Following minor revisions to the December draft, the Board adopted *The Master Plan for Higher Education in Louisiana* on December 15, 1977.

The plan which follows represents only one effort of the Board of Regents to assure the well-ordered and successful development of higher education in Louisiana. During the time when this plan was being developed, the Board established several policies also designed to give direction to our system of higher education. These include *Guidelines for the Conduct of Off-Campus Activities, Guidelines for Statewide Articulation at the Undergraduate Level,* and the Board's *Statement on Academic Freedom, Tenure, and Responsibility*. The Board's ongoing academic program review is also intended to advance the well-ordered development of the system and to assess the quality of the programs offered. The Board continuously reviews the *State Appropriation Formula* which guides its funding recommendations to the Legislature, and carefully reviews both operating and capital budget requests. These are among efforts by the Board of Regents to exercise its responsibility to plan, coordinate, and have budgetary responsibility for higher education in Louisiana.

## Chapter II
## Goals and Assumptions

### Goals

The Louisiana Constitution of 1974, in the Preamble to Article VIII, states:

> The goal of the public education system is to provide learning environments and experiences, at all stages of human development, that are humane, just, and designed to promote excellence in order that every individual may be afforded an equal opportunity to develop to his full potential.[1]

The Board of Regents subscribes to this goal and is dedicated to its fulfillment. In keeping with this dedication and the constitutional mandate to coordinate, plan, and have budgetary responsibility for higher education in Louisiana, the Board of Regents affirms these goals:

I. Access—It is a goal of Louisiana's higher education system to maintain and enhance the access of all of its citizens to publicly supported institutions of higher education without regard to age, race, sex, physical condition, religion, socio-economic status, or ethnic background. To achieve this goal, the Board of Regents establishes these objectives:

A. Support of a policy to make higher education opportunities at the undergraduate level available to all Louisiana high school graduates.

B. Continued support of a generally wide range of educational programs at the undergraduate level in Louisiana's system of higher education to assure access to meaningful choices at this level of education to any citizen able to benefit from the experience.

C. Provision of a sufficient number and variety of programs at the professional level, where economically feasible, to assure access to qualified students in numbers sufficient to meet the economic and social needs of the state and its citizens.

D. Provision of a sufficient number and variety of programs at the graduate level, where economically feasible, to assure Louisiana's proper contribution to the advancement of the world's knowledge and to provide opportunities for Louisiana's citizens to participate in and benefit from that contribution.

II. Opportunity—It is a goal of Louisiana's higher education system to provide sufficient opportunities for higher education to assure that Louisiana's citizens are not denied the right to pursue their individual social, economic, and educational goals to the extent of their abilities and motivations. To achieve this goal, the Board of Regents establishes these objectives:

A. Provision of appropriate student financial assistance to remove financial barriers to reasonable educational opportunities for academically qualified or qualifiable citizens.

B. Maintenance of supportive services at Louisiana's institutions of higher education in the areas vital to retention of students who demonstrate potential for successful completion of programs.

III. Quality—It is a goal of Louisiana's higher education system to protect the essential freedoms and provide the support necessary to assure educational experiences of the highest caliber at all levels in order to attain excellence in Louisiana's total system of higher education. To achieve this goal, the Board of Regents establishes these objectives:

A. Appropriate action to expand or curtail programs based on the results of an evaluation to determine the quality of existing educational programs in Louisiana's institutions of higher learning.

B. Continual careful study of each new degree program proposed by an institution of higher learning to determine evidence of potential quality in its service to the citizens of Louisiana.

C. Encouragement to each institution to provide the highest quality instruction at the levels appropriate to its role and scope and to seek professional accreditation of programs as evidence of success in this endeavor.

D. Support of an atmosphere conducive to excellence on the individual campuses by provision of adequate library, laboratory, and classroom facilities as well as adequate student services.

E. Support for academic freedom, tenure, and responsibility for faculty in Louisiana's institutions of higher learning.

IV. Diversity—It is a goal of Louisiana's higher education system to provide and support higher education programs and services sufficient to meet the diversified needs of all the State's citizens as well as the diversified needs of the State. To achieve this goal, the Board of Regents establishes these objectives:

A. Definition of the role, scope, and mission of each of Louisiana's public institutions of higher learning, as well as that of the independent sector, taking care to assure that this definition provides sufficient institutional flexibility to meet the changing needs of a changing clientele. This definition should incorporate education for the enhancement of the quality of life, for personal enrichment, and for vocational or professional training.

B. Continual assessment of educational program offerings available to Louisiana's citizens to assure the adequacy of both the quantity and the quality of the offerings.

C. Encouragement of the continued development of research activities in Louisiana's institutions of higher learning in keeping with the role, scope, and resources of the institution.

D. Provision of alternative educational opportunities commensurate with identified needs of an ever-changing society, to include the provision of programs benefiting those persons already employed and in need of further study to meet the challenges of innovation in their professions.

E. Encouragement of the development of one and two-year occupational programs designed to meet the manpower needs of the state.

V. Financial Support—It is a goal of Louisiana's higher education system to seek the optimal financial support for Louisiana's institutions of higher learning and to insure that such support is equitably distributed and effectively utilized to the benefits of all citizens. To achieve this goal, the Board of Regents establishes these objectives:

A. Continual review of the *State Appropriation Formula* to assess its adequacy and equity.

B. Evaluation of the capital needs of Louisiana's institutions of higher learning and fulfillment of those needs in a manner that is equitable, with maximum benefit to the State and its citizens.

C. Development of an equitable method for determining the funding needs of exclusion activities in the current *State Appropriation Formula,* e.g., medical and dental education; agricultural research and extension; continuing education; nontraditional, interdisciplinary, and compensatory programs; and public service and research at the comprehensive state university.

VI. Responsiveness—It is a goal of Louisiana's system of higher education to insure that Louisiana's institutions of higher learning are responsive, within the limits of their role and scope, to the needs of the citizens of the State and of their government. To achieve this goal, the Board of Regents establishes these objectives:

A. Encouragement and support of innovative, alternative methods of instruction which will result in reaching greater numbers of citizens able to benefit from a higher educational experience.

B. Encouragement and support of public service by Louisiana's institutions of higher education designed to enhance the quality of life and the level of educational attainment of the citizens they serve.

C. Encouragement and support of research, within the role and scope of the individual institution, which will benefit the State, its citizens, the region, and the nation in the solution of societal problems and the expansion of knowledge.

VII. Cooperation—It is a goal of Louisiana's higher education system to strive for cooperation among the individual institutions and the public and private sectors of higher education, and to participate in efforts toward regional cooperation in order to assure the most efficient and effective use of the resources of the State, the southern region, and the nation. To achieve this goal, the Board of Regents establishes the following objectives:

A. Continuation of cooperation and mutual support among the Board of Regents and the higher education management boards—i.e., the Louisiana State University Board of Supervisors, the Southern University Board of Supervisors, the Board of Trustees for State Colleges and Universities.

B. Continuation of efforts to identify and solve the problems of Louisiana's public education system by full cooperation with the Board of Elementary and Secondary Education in consideration of all problems of mutual concern.

C. Encouragement of cooperation and sharing of resources in Louisiana's institutions of higher education to assure the most efficient and effective benefits from the investment in

higher education, based on the study of possible opportunities for cooperation and sharing to the mutual benefit of all parties.

D. Participation in the development of opportunities to share resources among the states of the Southern Regional Education Board and in the nation.

VIII. Responsibility—It is a goal of each component of Louisiana's public system of higher education to continue to perform the functions assigned by the people of the state through the Constitution and the acts of the Legislature in a responsible manner. To achieve this goal, the Board of Regents establishes these objectives:

A. Continuation of the Board of Regents' efforts to plan, coordinate, and have budgetary responsibility for public higher education through the adoption of statewide policies designed to assure order and equitability throughout the system and through action designed to promote attainment of the goals of the system.

B. Continuation of the management boards' efforts to monitor the day-to-day operations of the institutions under their control to assure proper governance and sound fiscal management of the State's higher education resources. These boards are the Board of Trustees for State Colleges and Universities, the Louisiana State University Board of Supervisors, and the Southern University Board of Supervisors.

C. Continuation of the individual institution's efforts to maintain a climate conducive to teaching, learning, and research through regular self-evaluation and appropriate reaction.

D. Intensification of institutional affirmative action efforts to recruit students, faculty, and administrators from among the available qualified pool of minorities and women.

**Assumptions for Initial Planning in Louisiana**

Planning for the future, by its nature, requires that certain assumptions be made. The accuracy and wisdom of the assumptions on which the planning is based determine, to a large extent, the adequacy of the planning. Certain assumptions are made on the basis of a statistical analysis of trends. Other assumptions are more intuitive in nature and are based on knowledge of higher education as an intergral part of the social and technological processes of the State and the nation.

Following are thirteen assumptions which the Board of Regents finds appropriate to this planning effort:

(1) Louisiana's population will continue to increase over the next five to ten years at approximately the same rate it has increased in the recent past. (See Appendix A, Table 1.)

(2) The age distribution of the population will begin to change rather rapidly, with a resultant decrease in eighteen to twenty-four year old population. (See Appendix A, Table 2.)

(3) The changing age characteristics, as well as the needs and interests of the student population, will result in diversification of programs and services in higher education designed to meet the needs of new and different clientele as well as of the traditional college student.

(4) Louisiana's past and present financial support for higher education is not sufficient to insure high quality and adequate accessibility.

(5) Careful attention to program evaluation for the purposes of assessing quality and need will be of paramount importance to the initiation of action to insure a sufficient variety and number of programs of high quality at all levels of higher education.

(6) The higher education sector must continue to provide opportunities for an enlightened citizenry as an integral part of the democratic process and for the general enhancement of the quality of life.

(7) Efforts must be increased by the higher education community to assure that the changing professional manpower needs of Louisiana are met.

(8) Louisiana's economy is and will be closely tied to the quality and quantity of higher education opportunities.

(9) Public confidence in higher education will depend increasingly on institutional and board effectiveness and accountability.

(10) Provision of higher educational opportunity to all socially, culturally, or financially disadvantaged students will continue to be an integral part of the ongoing planning process.

(11) The independent sector of higher education will continue to be a valuable resource to the State and will continue to add to the diversity of opportunity available to Louisiana students.

(12) Facililty planning will be especially important in light of anticipated available resources, changing functions, and enrollment patterns.

(13) The future ability of institutions of higher education to meet in an efficient and effective manner the demands placed on them will be increasingly dependent on cooperation and a sharing of resources at all levels—State, regional and national.

---

[1] *Constitution of the State of Louisiana, 1974*, Article VIII, Preamble.

---

## Chapter III
## A Brief History of Existing Higher Education Institutions in Louisiana

### The Nineteenth Century

Higher education in the United States was pioneered by private institutions founded by religious organizations and/or philanthropic groups. Higher education in Louisiana was pioneered along similar lines, with four such institutions founded in the nineteenth century. The first institution of higher learning in Louisiana was founded in 1825. It was called the College of Louisiana and was located at Jackson, Louisiana. Little is known of the individuals responsible for the establishment of the College of Louisiana except that, in 1845, they relinquished control of the college and transferred ownership to the Methodist Conference of Louisiana and Mississippi. In 1839, in celebration of the "centennial" of Methodism, the Methodist Conference of Louisiana and Mississippi had founded a college named Centenary at Clinton, Mississippi. In 1845, through the leadership of the Methodist Conference, the two schools were merged under the name "Centenary College of Louisiana." The merged institution was located at the Jackson site, where it remained until 1906. In that year, the leadership of Centenary College of Louisiana began making plans to move to Shreveport. The first classes were held on the present campus in 1908.[1]

Louisiana's second institution of higher learning opened its doors in 1834, when a group of New Orleans physicians founded the Medical College of Louisiana, the first medical school in the Deep South and Southwest. Nine years later, the Constitutional Convention of 1845 agreed to grant a charter to establish the State's first officially recognized higher education institution, the University of Louisiana.[2] Located in New Orleans, the University of Louisiana quickly moved in 1847 to incorporate the Medical College of Louisiana as its medical department and, in the same year, added a law department. A general collegiate department began three years later. The University of Louisiana functioned under State authorization until it was tem-porarily

closed by the Civil War. During reconstruction, the University, like the remainder of the South, faced a series of difficult financial crises. Finally, in 1884, through the generosity of a wealthy New Orleans merchant named Paul Tulane and with the concurrence of the State Legislature, the University of Louisiana was reorganized as an independent institution and renamed Tulane University.[3]

Louisiana College, founded and owned by the Louisiana Baptist Convention, can trace its origins to the 1850's. Mt. Lebanon University, located at Mt. Lebanon in Bienville Parish, was founded in 1852 by the North Louisiana Baptist Convention as a college for men. Keatchie Female College, located at Keatchie in DeSoto Parish, was founded in 1857 by the Grand Cane Association of Baptist Churches as a college for girls. By 1899, both institutions were under the control of the State Baptist Convention. Determined to build an institution in a more central location, an education commission appointed by the Louisiana Convention decided to close Mt. Lebanon and Keatchie and establish a new college. Pineville was selected as the location for the college and Louisiana College opened its doors in 1906.[4]

There is yet one other independent Louisiana institution of higher learning that can trace its roots to the nineteenth century. In 1869, two religious organizations founded two separate colleges, both located in New Orleans. The Congregational Church founded Straight University, while the Methodist Episcopal Church established Union Normal School. In subsequent years, Straight University was renamed Straight College and Union Normal School was renamed New Orleans University. In addition to usual collegiate offerings, Straight College operated a law department from 1874 to 1886. New Orleans University, in 1889, opened a medical department, including a school of pharmacy and a school of nursing. The medical college was discontinued in 1911, but the hospital, including the nursing school, was continued under the name of Flint-Goodridge Hospital. On June 6, 1930, New Orleans University and Straight College merged to form Dillard University. The University was named for James Hardy Dillard, a man noted for his long, distinguished career dedicated to the education of Negroes in the South.[5]

While philanthropists and religious associations were espousing the cause of private higher education in Louisiana, by 1855, the State Legislature took steps to establish and support a public university. In that year, the Legislature founded the Louisiana State Seminary of Learning and Military Science, located at Pineville, Louisiana, in Rapides Parish. The institution welcomed its first class in 1860, with William Tecumseh Sherman as Superintendent. The Louisiana Seminary of Learning and Military Science closed the following year when most of its students enlisted in the Confederate Army and its superintendent returned north. The Seminary reopened in 1865 under the leadership of David French Boyd. The facility housing the college burned in 1869, and, in that same year, the institution was relocated in Baton Rouge and renamed Louisiana State University. In 1874, the Legislature, pursuant to the Morrill Land Grant Act of 1862, established Louisiana State Agricultural and Mechanical College in New Orleans. By an act of the 1876 session of the Legislature, these two institutions were merged to form the Louisiana State University and Agricultural and Mechanical College located in Baton Rouge.[6]

Between 1880 and the turn of the century, all of the activity regarding the establishment of institutions of higher learning took place in the public sector. During this twenty-year period, the Louisiana Legislature chartered four more public colleges and provided for an auxiliary enterprise under the jurisdiction of Louisiana State University. The first public college was Southern University, a school for black students established in 1880 and located in New Orleans. In 1890, the United States Congress passed the second Morrill Act, and two years later Southern University was recognized by the Federal government as a land-grant institution. In 1912, Act 118 of the Louisiana Legislature authorized the closing and sale of Southern University in New Orleans and the reestablishment of the university on a new site. In 1914, the New Orleans campus was closed, and in March of the same year the "new" Southern University was opened in Scotlandville, Louisiana.[7] The second institution of higher learning chartered by the Legislature in the waning years of the nineteenth century was the Louisiana Normal School at Natchitoches. Beginning in 1884, the date of its founding, the Normal School offered two-year courses of study for the training of teachers. In 1918, Louisiana Normal School initiated baccalaureate programs in the area of teacher education. It now exists as Northwestern State University.[8] Also in 1884, the year of the founding of Northwestern, the Legislature passed an act authorizing the establishment of an additional venture at Louisiana State University—the Agricultural Experiment Station. In 1886, the Station was organized at Baton Rouge, and in the next year it became eligible to receive Federal funds under the Hatch Act of 1887.[9] In 1894, the State Legislature created still another State college, the Industrial Institute and College of Louisiana located in Ruston. Designed to educate citizens in, among other areas, "the practical industries of the age," that institution now operates as Louisiana Tech University.[10] The last public institution of higher learning chartered in the nineteenth century was created by an act of the 1898 legislative session. The school was called the Southwestern Louisiana Industrial Institute and was located in Lafayette; it stands today as the University of Southwestern Louisiana.[11]

The trends in higher education in Louisiana during the last century were not inconsistent—albeit somewhat belated—with similar movements in other states. The establishment of a normal school was long in coming; Louisiana Normal School was created forty-five years after the founding of the first normal school in the United States. But Louisiana State University became a land-grant college seventeen years after passage of the Morrill Act, while Southern University became a land-grant institution only two years after passage of the second Morrill Act. The State's two industrial institutes were created as other such schools were being established in other parts of the country. Generally, it can be said that Louisiana's five publicly supported institutions of higher learning founded in the nineteenth century were consistent with the types of institutions developing on the national scene.[12]

### The Twentieth Century

Public higher education in Louisiana moved as slowly in the beginning of this century as it did in the rest of the nation. In the first decade, the major developments were the creation of Grambling College as a private industrial school for blacks in 1901,[13] Louisiana State University's addition of a law school in 1906, and the establishment of the Louisiana State University Graduate School in 1909.[14] The second decade saw Grambling become a public training school governed by the Lincoln Parish School Board in 1918. Although the growth of public higher education during this period cannot be examined at length, some of the existing programs in the second decade may provoke interest. Louisiana Industrial Institute offered seven courses of study: home economics, mechanical and electrical engineering, music and art, rural pedagogy, business, and agriculture.[15] Southern University offered courses in such departments as the following: blacksmithing, bookkeeping, dairying, horticulture, millinery, music, sewing, tinsmithing and wheelwrighting. The largest departmental enrollments were in the Grammar School

Department, with 310 of Southern's total enrollment of 487 participating in 1912-1913.[16]

If the first twenty years of this century were lethargic in terms of the creation of new public colleges and universities, such was not the case in the independent sector. Four independent institutions were established between 1900 and 1920. In 1904, the Society of Jesus founded Loyola College on St. Charles Street in New Orleans. At that time, Loyola consisted of three years of high school and two years of college. In 1911, the high school students of Loyola were transferred to the College of the Immaculate Conception, and in 1912, Loyola received its charter from the State Legislature and was renamed Loyola University.[17] In 1908, the Dominican Sisters, Congregation of St. Mary, began planning for the establishment of a Catholic normal school and liberal arts and sciences college for women in New Orleans. In 1910, the State Legislature authorized St. Mary's Dominican to confer degrees, thus creating St. Mary's Dominican College, the first Catholic, liberal arts, woman's college in Louisiana.[18] Five years later, in 1915, the Sisters of the Blessed Sacrament, a Catholic religious community dedicated to the education of American minorities, founded Xavier University. Xavier was a high school for two years, but, in 1917, a university division was established and recognized by the State Legislature.[19] The last independent institution founded prior to 1920 was established by the Marianites of Holy Cross, a Catholic Order of Sisters. The Sisters, already operating a high school called the Academy of Holy Angels, were chartered by the 1916 Louisiana Legislature to grant degrees in the "College Department" of the Academy. In 1960, the Holy Angels College Department moved to its present location in Aurora Gardens on the West Bank of the Mississippi River in New Orleans and was renamed Our Lady of Holy Cross College.[20]

The first two decades of the present century were indeed a time of substantial expansion in the number of independent colleges and universities in Louisiana. It is important to note that since 1916, with the founding of the institution that was later to become Our Lady of Holy Cross College, no additional accredited independent institutions of higher learning have been established.

During the roaring twenties, the expansion of higher education in Louisiana once again shifted to the public sector. In 1921, a constitutional convention convened for the purpose of writing a new fundamental law for Louisiana. This new constitution provided for the reorganization and expansion of Southern University by establishment of the State School for Blind Negroes and the State School for Deaf Negroes on the Scotlandville campus, authorized the Legislature to support existing state colleges (except Louisiana State University) up to an amount not to exceed $700,000 annually, and levied a property tax of one-half mill on the dollar dedicated to maintain Louisiana State University. In addition, the Constitution restructured the governance of public higher education by creating two governing boards for Louisiana's state colleges and universities, the State Board of Education and the Louisiana State University Board of Supervisors.[21] This topic is treated in more detail in Chapter V, "Coordination and Governance of Higher Education in Louisiana." Also in 1921, the Legislature authorized the expansion of two institutions to senior college status: Louisiana Industrial Institute became Louisiana Polytechnic Institute and Southwestern Louisiana Industrial Institute became Southwestern Louisiana Institute of Liberal and Technical Learning. In 1922, the Legislature continued in an expansive mood and made Southern University a four-year institution.[22]

Even local governmental units became involved in the expansion of public higher education during the 1920's. In 1921, the City of New Orleans opened a vocational trades school which was eventually to become Delgado Junior College.[23] In 1925, the property owners in Tangipahoa Parish opened Hammond Junior College, later to become Southeastern Louisiana University. In 1928, this junior college became Southeastern Louisiana Junior College and was placed under the State Board of Education.[24] Also in 1928, Grambling became a state junior college and was transferred from the Lincoln Parish School Board to the State Board of Education.

In the 1930's, when junior colleges were developing rapidly in the rest of the nation, Louisiana established two new junior colleges while giving another junior college four-year status. With the exception of the creation of the Louisiana State University Medical Center in 1931, expansion of higher education in Louisiana during the thirties dealt with two-year schools. In 1931, Ouachita Parish Junior College opened under the Ouachita Parish School Board; and in 1934, it was made a branch of Louisiana State University.[25] In 1936, the two-year Grambling was reorganized to offer rural teacher education programs, and in 1937, Southeastern Louisiana College extended its curriculum to four years. In 1939, McNeese was founded as Lake Charles Junior College, a division of Louisiana State University.[26] Also in 1939, the Louisiana State University branch institution, Ouachita Parish Junior College, had its name changed to Northeast Junior College of Louisiana State University.

As expected, the growth of higher education slowed down during the war decade of the 1940's. In 1940, however, the year before the nation's involvement in World War II, two changes were made in existing institutions. Lake Charles Junior College became John McNeese Junior College, and Grambling College began offering a four-year curriculum. During the war, in 1944, Louisiana State Normal College was renamed Northwestern State College of Louisiana. After the war the pace quickened. In 1948, two notable steps occurred in the development of higher education in Louisiana. First, Francis T. Nicholls Junior College of Louisiana State University in Thibodaux opened.[27] And, second, Southern University established its law school.

In the 1950's, during the period of the Cold War and the G.I. Bill, Louisiana substantially reorganized and expanded its higher education system. In 1950, 19.2 percent of Louisiana's college-age population (18-21) was enrolled in college, as compared with only 9.4 percent ten years earlier. A higher percentage of these students—some 59.5 percent—were in public schools as compared to 54.1 percent in 1940. The percentage of the state's graduate students in public colleges had also risen to 45.8 percent. In 1940, that figure was a meager 19.3 percent.[28] Also in 1950, two institutions became four-year schools, were given new names, and were shifted from Louisiana State University governance to the State Board of Education. These schools were McNeese State College and Northeast Louisiana State College. In 1954, Northwestern State College became the first college under the State Board of Education to award the master's degree. An unusually active year in State higher education circles was 1956. In that year, Francis T. Nicholls Junior College became Francis T. Nicholls State College, a four-year institution with its governance transferred to the State Board of Education; ths School of Pharmacy was established at Northeast Louisiana State College; and two public colleges were authorized for construction in New Orleans. These schools were the New Orleans branch of Louisiana State University and the New Orleans branch of Southern University.[29] In 1957, Southern University, the University of Southwestern Louisiana, and Louisiana Tech opened graduate schools, and, in 1959, the Louisiana Legislature authorized the establishment of Louisiana State University in Alexandria.[30]

Like the rest of the nation, expansion is the key trend that characterized higher education in Louisiana in the sixties. In 1960, 31.1 percent of the state's college-age population was in college and 75.0 percent of those students were in public institutions. Both figures represented substantial increases since 1950. Furthermore, public colleges enrolled 56.2 percent of Louisiana graduate students.[31] Also in 1960, Delgado began granting junior college degrees, and McNeese began awarding master's degrees. That same year, Southwestern received its present name, the University of Southwestern Louisiana. In 1961-62 all public colleges and universities were conferring degrees in the fields of business and commerce, education, English, fine and applied arts, mathematics, and the social sciences. By the academic year 1962-63, baccalaureate degrees in education accounted for one-third of all public bachelor's degrees; business and commerce made up 14 percent. Four schools granted degrees in nursing, and Northeast Louisiana College conferred the only pharmacy degrees.[32] In 1963, Louisiana State University in New Orleans established its graduate school. In 1964, the Legislature authorized the creation of three new schools: Louisiana State University-Eunice, Louisiana State University-Shreveport, and Southern University at Shreveport-Bossier City.[33] The following year, 1965, Nicholls State College established its graduate school. The Louisiana State University School of Medicine in Shreveport and the School of Dentistry in New Orleans were authorized in 1966. In 1967, Louisiana Tech, McNeese, Northeast, Northwestern, and Southwestern were authorized to grant doctoral degrees. In 1968, a school of veterinary medicine was authorized by the Legislature at Louisiana State University.

In the decade of the 1970's, the most significant occurrence in higher education has been the reorganization of the governance structure into three management boards and one State board, as presented in Chapter V. Other changes include the redesignation of several existing colleges as universities. In 1970, the six colleges so redesignated were Louisiana Tech University, McNeese State University, Nicholls State University, Northeast Louisiana University, Northwestern State University of Louisiana, and Southeastern Louisiana University. In that same year, Delgado Junior College was placed under the State Board of Education. In 1972, Louisiana State University in Shreveport acquired four-year status, and the LSU Board of Supervisors created an autonomous new element, the Center for Agricultural Sciences and Rural Development. The Center has administrative control over Louisiana State University's Cooperative Extension Service and the Louisiana Agricultural Experiment Station, as well as joint control with the Baton Rouge campus over the College of Agriculture.[34] In 1974, Louisiana State University-New Orleans was renamed the University of New Orleans and in that same year Grambling State College was redesignated Grambling State University. Although no new institutions have been established, this should not be interpreted to mean there has been no growth in this decade. In the first five years of the 1970's, enrollments in public higher education institutions grew from a total of 119,108 in 1970[35] to 131,600 in 1975,[36] an increase of 12,492.

Like public college enrollments, enrollments in independent institutions have grown. In 1960, 14,014 students enrolled in seven of the eight institutions; in 1970, enrollments had increased by over five thousand, to 19,598.[37] Opening fall enrollments in 1975 for all eight institutions totaled 20,199.[38] The enrolling students have quite a selection of programs to enter, for all eight institutions offer degree programs in the following: biological sciences, education, English, mathematics, physical sciences, and social sciences. Seven of the eight offer programs in business, fine and applied arts, foreign languages, the health professions, and psychology. The independent schools offer very few associate or certificate programs.[39]

The higher education community in Louisiana is composed of twenty-seven institutions or units. Nineteen are in the public sector, while eight are in the private sector. Specifically, in the public sector, one management board—the Board of Trustees for State Colleges and Universities—governs nine units: Delgado Junior College, Louisiana Tech University, the University of Southwestern Louisiana, Southeastern Louisiana University, Nicholls State University, Northwestern State University, Northeast Louisiana University, Grambling State University, and McNeese State University. A second managment board—the Louisiana State University Board of Supervisors—governs seven units: Louisiana State University-Alexandria, Louisiana State University-Baton Rouge, Louisiana State University-Eunice, Louisiana State University-Shreveport, Louisiana State University Medical Center, the Center for Agricultural Sciences and Rural Development, and the University of New Orleans. A third management board—the Southern University Board of Supervisors—governs three units: Southern University-Baton Rouge, Southern University-New Orleans, and Southern University at Shreveport-Bossier City. The eight independent institutions are: Centenary College, Dillard University, Louisiana College, Loyola University, Our Lady of Holy Cross College, St. Mary's Dominican College, Tulane University, and Xavier University of Louisiana. Collectively, these institutions form one of Louisiana's greatest assets.

---

[1] *Centenary College Catalog, 1976-77*, p. 7. Unless otherwise noted, all subsequent references to this institution are from this source. Moreover, each institution referred to in this chapter will be footnoted for source the first time it is mentioned, and, unless otherwise noted, all subsequent references to the institution shall be from the same source.

[2] It is interesting to note that although the University of Louisiana was chartered and established by the Constitution of 1848, the article dealing with the University of Louisiana also states that the Legislature "shall be under no obligation to contribute to the establishment or support of said university by appropriations." *Report of the Secretary of State* (Baton Rouge: Baton Rouge News Publishing Company, State printers, 1902), p. 84.

[3] *Tulane University Bulletin, Graduate School, 1976-1978*, p. 22.

[4] *Louisiana College 1975-76 /1976-77 Catalog*, p. 8.

[5] *Dillard University Bulletin, 1976-78*, p. 9.

[6] *Louisiana State University General Catalog, 1976-77 Issue*, Vol. 68, No. 1, p. 12.

[7] *Southern University and A & M College, 1975-77 Catalog*, p. 39; also based on personal correspondence between Jesse N. Stone, President of the Southern University System, and William Arceneaux, Commissioner of Higher Education, March 3, 1977.

[8] *Northwestern State University General Catalog 1976-77*, p. 27.

[9] Based on personal correspondence between Prentiss E. Schilling, Professor of Experimental Statistics at Louisiana State University, and Sharon Beard, Deputy Commissioner of Higher Education.

[10] *Louisiana Tech University Bulletin, 1976-77*, p. 14; also based on personal correspondence between William Arceneaux, Commissioner of Higher Education, and F. J. Taylor, President of Louisiana Tech University, January 5, 1977.

[11] *The University of Southwestern Louisiana Undergraduate /Graduate Bulletin*, Vol. 67, 1975-1977, p. 12.

[12] Just two years prior to the twentieth century, the Louisiana Constitution of 1898 specifically provided a method of funding State public higher education institutions. Louisiana State University was permitted to keep all self-generated revenues, as well as those revenues and lands granted the school as a land-grant college. Furthermore, the General Assembly could appropriate other funds to Louisiana State University, not to exceed fifteen thousand dollars annually. The Louisiana State Normal School and the Industrial Institute and College of Louisiana could also receive annual appropriations not to exceed fifteen thousand dollars, while Southern University's annual appropriations were limited to ten thousand dollars. *Report of the Secretary of State*, 1902, p. 287.

[13]*General Catalog, Grambling State University, 1975-76 /1976-77,* pp. 36-37.

[14]*Louisiana State University General Catalog, 1976-77 Issue,* Vol. 68, No. 1, p. 12.

[15]*Louisiana Tech University, Report on Role, Scope and Mission, 1975-76,* p.12.

[16]Southern University-Baton Rouge, *Role, Scope and Mission and Information on Specific Areas of Southern University-Baton Rouge,* December 1, 1975, p. 13.

[17]*Loyola University Undergraduate Bulletin, 1974-76,* pp. 7-8; also based on personal correspondence between Father James C. Carter, President of Loyola University, and William Arceneaux, Commissioner of Higher Education, February, 1977.

[18]*St. Mary's Dominican College 1974-76 Bulletin,* p. 17.

[19]*Xavier University of Louisiana Catalog, 1973-74,* p.7.

[20]*Our Lady of Holy Cross College Catalog, 1974-75,* pp. 16-17.

[21]*Constitution of the State of Louisiana, 1921* (Indianapolis: The Bobbs-Merrill Company, 1932), Article XII, Sections 9 and 17.

[22]Based on personal correspondence between Jesse N. Stone, President of the Southern University System, and William Arceneaux, Commissioner of Higher Education, March 3, 1977.

[23]*Delgado Junior College 1974-75 General Catalog,* p. 8.

[24]*Southeastern Louisiana University General Catalog, 1977-1978,* pp. 31-33.

[25]*Northeast Louisiana University 1976-1977 Catalog,* pp. 9-10; also based on personal correspondence between Dwight D. Vines, President of Northeast Louisiana University, and William Arceneaux, Commissioner of Higher Education, January 10, 1976.

[26]*Bulletin of McNeese State University, 1975-1976,* p. 24.

[27]*Nicholls State University 1975-1976 Bulletin,* p. 35; also based on personal correspondence between Vernon F. Galliano, President of Nicholls State University, and William Arceneaux, Commissioner of Higher Education, January 13, 1977.

[28]Emogene Pliner, *Enrollments to 1970* (Baton Rouge: Public Affairs Research Council), pp. 36 and 41.

[29]*Ibid.*, p. 18.

[30]*Louisiana State University-Alexandria General Catalog, 1976 /1978,* p. 5.

[31]Emogene Pliner, *Enrollments to 1970,* pp. 36 and 41.

[32]*Ibid.*, pp. 26-27.

[33]Louisiana Legislature, 1964, Acts 74, 41, and 42.

[34]Louisiana State University Board of Supervisors Minutes, January 7, 1972.

[35]Normand H. Edwards, *Louisiana School Directory, Session 1970-71* (Baton Rouge: State Department of Education of Louisiana, 1970), pp. 88-89.

[36]Higher Education General Information Survey (HEGIS) Form OE No. 2300-2.3, *Opening Fall Enrollment in Higher Education, 1975.*

[37]Emogene Pliner, *Enrollments to 1970,* p. 56, and Normand Edwards, *Louisiana School Directory,* pp. 90-91.

[38]HEGIS Form OE No. 2300-2.3, *Opening Fall Enrollment in Higher Education, 1975.*

[39]Survey of *Inventory of Curricula and Terminal Programs, 1974* (Baton Rouge: Louisiana Coordinating Council for Higher Education).

## Chapter IV
## Population, Student Characteristics, and Enrollment

It is important, when planning for higher education, to analyze characteristics and trends of Louisiana's population in general, and of the students enrolled in higher education in particular. The insights gained from this type of investigation can assist institutions and state agency officials in formulating policy concerning the future of higher education.

### Population

The population of the State of Louisiana provides both a substantial portion of the resources which finance higher education and the majority of its clientele. Table 1 displays the growth of Louisiana's population in the twentieth century, with projections to the year 2000.

**Table 1**
Louisiana Population, Actual and Projected
1910-2000

| Louisiana Population 1910-1970 | | Projected Population 1980-2000 | |
|---|---|---|---|
| 1910 | 1,656,388 | 1980 | 3,989,432 |
| 1920 | 1,798,509 | 1990 | 4,361,426 |
| 1930 | 2,101,593 | 2000 | 4,632,220 |
| 1940 | 2,363,880 | | |
| 1950 | 2,683,506 | | |
| 1960 | 3,257,022 | | |
| 1970 | 3,641,306 | | |

Source: 1910-1970 data from *Statistical Abstract of Louisiana,* 5th edition. 1980-2000 projections from *Projections to the Year 2000 of Louisiana Population and Households.*

Louisiana's growth in population in the future will be considerably smaller than that experienced in the past. Whereas from 1940 to 1970 Louisiana's population increased by 54 percent, the projected growth from 1970 to 2000 will be one-half as great (27 percent). This projected rate of growth is smaller than that projected for either the United States or the South. (See Appendix A, Table 1.)

In projecting future enrollments, the age group eighteen to twenty-four has often been used as a yardstick for the college age population. Table 2 displays Louisiana's projected population between the ages of eighteen and twenty-four through 1990.

**Table 2**
Projected Louisiana Population Ages
18 to 24, 1975-1990

| **1975** | **1980** | **1985** | **1990** |
|---|---|---|---|
| 517,000 | 544,000 | 502,000 | 432,000 |

Source: Adapted from the National Planning Association, *Regional Projection,* 1976.

As can be observed from Table 2, the population group from which higher education traditionally has drawn its clientele will experience a dramatic decline after 1980. It should be emphasized that these projections can be considered reliable, since those who will be in the eighteen to twenty-four age group in 1990 have already been born. Therefore, only minimal uncertainty regarding mortality and migration is evidenced in arriving at the above figures. Calculations show that in 1975 the age group eighteen to twenty-four represented 13.6 percent of the total population. In 1990, this age group will constitute approximately 10 percent of the total. The decline will be greater than that experienced by either the nation or the South. (See Appendix A, Table 2.)

The age groups other than the traditional college-going range will constitute a majority of the population by the beginning of the next century, with the age group from thirty-five to forty-nine experiencing the largest percentage increase. This change in the age distribution of Louisiana's population will affect the makeup of college and university enrollments.

Besides the total population and age distributions of the population, there are other characteristics that are worth examining. These characteristics include racial composition, residence, educational attainment, and personal income.

The racial composition of the population is displayed in Table 3. Increased out-migration rather than decreased live births accounts for the decline of blacks as a percentage of total population. It should be noted, however, that, whereas from 1940 to 1970 the percentage of Louisiana's population which was black declined by 5.85 percent, it is projected that the decline will be only 2.55 percent from 1970 to 2000.

**Table 3**
Blacks as Percentage of Louisiana's Population 1940-1970, Projected Percentage 1980-2000

| Year | Percentage | Year | Percentage |
|---|---|---|---|
| 1940 | 36.05 | 1980 | 29.13 |
| 1950 | 33.05 | 1990 | 28.22 |
| 1960 | 32.09 | 2000 | 27.65 |
| 1970 | 30.20 | | |

Source: 1940-1970 from *Statistical Abstract of Louisiana,* 5th edition. 1980-2000 projections from *Projections to the Year 2000 of Louisiana Population and Households.*

During the twentieth century, there has been a movement from the country to the city in America. This fact is important in higher education with respect to location of institutions, capital expansion, and academic programs.

Table 4 illustrates the declining rural population in the state.

**Table 4**
Rural Population as Percentage of Total Population in Louisiana, 1910-1970

| Year | Percentage |
|---|---|
| 1910 | 70.01 |
| 1920 | 65.05 |
| 1930 | 60.34 |
| 1940 | 58.51 |
| 1950 | 45.16 |
| 1960 | 36.72 |
| 1970 | 33.92 |

Source: *Statistical Abstract of Louisiana,* 5th edition.

It is projected that the rural population as a percentage of the total population will continue to decline, but at a slower rate.

Studies have shown that the more formal education parents have, the more they are inclined to enroll their children in college. Also, the educational attainment of the population has a direct bearing on the economy of the state with regard to attracting business and industry. Table 5 displays the educational achievement of Louisiana's population.

**Table 5**
Percent Distribution of Louisiana Population 25 years of Age and Over by Years of School Completed, 1960 and 1970

| | | | | | | | College | | |
|---|---|---|---|---|---|---|---|---|---|
| Year | None | 1-4 | 5-7 | 8 | 9-11 | 12 | 1-3 | 4 | Median School Years Completed |
| 1960 | 6.6 | 14.7 | 20.6 | 9.9 | 15.8 | 18.9 | 6.7 | 6.7 | 8.8 |
| 1970 | 3.9 | 9.2 | 16.7 | 8.7 | 19.2 | 24.7 | 8.5 | 9.1 | 10.8 |

Source: *Statistical Abstract of Louisiana,* 4th and 5th editions.

From 1960 to 1970 the median number of grades completed increased by two. Whereas in 1960, 32.3 percent of the citizens 25 years of age and over had completed high school, by 1970, this percentage had increased to 42.3 percent. In 1960, 13.4 percent of the age group 25 and over had some college training, while, in 1970, the percentage had increased to 17.6.

An important characteristic of the population is personal income, since this measure indicates, among other things, the ability to pay for higher education. Table 6 traces Louisiana's personal income and per capita personal income over the last half century.

**Table 6**
Total Personal Income and Income Per Capita, Louisiana, 1930-1970

| Year | Total Personal Income | Income Per Capita |
|---|---|---|
| 1930 | $ 753,000,000 | $ 358.00 |
| 1940 | 861,000,000 | 363.00 |
| 1950 | 3,021,000,000 | 1,120.00 |
| 1960 | 5,407,000,000 | 1,659.00 |
| 1970 | 11,180,000,000 | 3,068.00 |

Source: *Statistical Abstract of Louisiana,* 5th edition.

It is apparent that Louisiana has enjoyed a healthy growth in income. The percentage increase in total personal income and per capita income has been greater than that for the nation. The ability of the State of Louisiana to support higher education financially is discussed in Chapter XI.

In summary, Louisiana's population is growing and will continue to do so but at a slower rate than the nation as a whole and the South. The age group from which colleges and universities have traditionally drawn their clientele will diminish measurably with older citizens constituting the majority of the population at the turn of the century. The number of blacks in the population is increasing, but, due to projected migration, blacks are expected to decrease as a percent of the total population. (See *Projections to the Year 2000 of Louisiana Population and Households, Division of Business and Economic Research, UNO, 1976.)* As in the case of the nation, Louisiana continues to move towards an urbanized society. The educational attainment of the population continues to improve, and the personal income of the citizens is growing at a rate greater than the United States average.

**Student Characteristics**

This section presents some characteristics of a segment of Louisiana's population, the over 130,000 students enrolled in public higher education. In order to organize educational activities for the future, one needs to understand the students who are being served.

In 1976, 92.55 percent of the students enrolled in Louisiana's public institutions of higher learning were Louisiana residents. Texas, Arkansas, and Mississippi residents constituted 2.17 percent of the student population while residents of all other states

made up 3.15 percent. Foreign students constituted 2.13 percent of the public college and university population.

Although the diversity of entering students is increasing, recent high school graduates continue to be the primary source of college freshmen. Table 7 illustrates the college-going trend of recent high school graduates. The figures indicate that an increasing number of high school graduates are choosing alternatives to college.

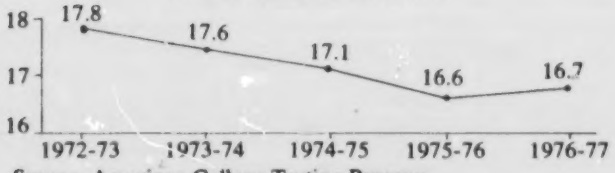
**Table 7**
Percentage of Previous Year's
Louisiana Public High School Graduates
Entering College

| Year | Percent |
|---|---|
| 1968-69 | 50.2 |
| 1969-70 | 49.8 |
| 1970-71 | 48.1 |
| 1971-72 | 44.5 |
| 1972-73 | 43.2 |
| 1973-74 | 41.8 |
| 1974-75 | 39.5 |
| 1975-76 | 40.3 |

Source: State Department of Education of Louisiana, *Annual Report*, 1970, 1971, 1972, 1973, 1974, 1975, 1976, and "Spotlight on Louisiana Education," May, 1977.

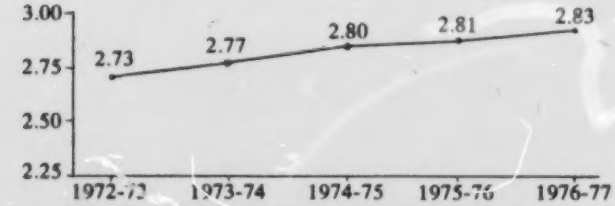
The expected ability to succeed in college is another important characteristic of entering freshmen. Although this is a difficult index to qualify, two common measurements used are the results of the American College Test (ACT) and a student's overall high school average. Tables 8 and 9 display these statewide means for Louisiana. It should be noted that these figures do not represent all entering freshmen, but only those who took the ACT.

**Table 8**
Mean Composite ACT Score for
State of Louisiana 1972-1977




*Source:* American College Testing Program.

**Table 9**
Mean High School Average of Students Taking ACT
for State of Louisiana 1972-1977




Source: American College Testing Program

It is evident from the figures that, although high school averages are rising, performance on the ACT is declining.

A number of institutions of higher education in Louisiana do not require that entering students take the ACT. *The Board of Regents believes that for planning and counseling purposes, it would be beneficial for the State, the institutions, and the student if all entering students take the ACT. The Regents recommend that all institutions require students to take the ACT before admission or during the first semester of the freshman year.*

Characteristics of enrolled students in Louisiana higher education which are important for planning purposes include sex, race, degree level, and part-time/full-time status. Together these indices can provide a profile of the types of students which colleges and universities will be serving in the future. Table 10 displays the growth in enrollment since 1972.

**Table 10**
Total Fall Enrollments in Louisiana's
Public Institutions of Higher Education, 1972-77

| Year | Enrollment |
|---|---|
| 1972 | 114,452 |
| 1973 | 111,985 |
| 1974 | 119,277 |
| 1975 | 131,603 |
| 1976 | 130,069 |
| 1977 | 129,886 |

Source: HEGIS Form 2300-2.3 *Opening Fall Enrollment in Higher Education*, 1972-1977.

Enrollment in Louisiana's public institutions of higher education has increased 13.49 percent in the past five years, with 1974-75 showing the largest annual increase (10.33 percent). Enrollments in 1976 decreased by 1.17 percent, and again in 1977 by .1 percent.

The changing male/female composition of the student body is illustrated in Table 11.

**Table 11**
Male/Female as Percentage of Total Enrollment 1972-77

| Year | Percent Male | Percent Female |
|---|---|---|
| 1972 | 56.04 | 43.96 |
| 1973 | 54.69 | 45.31 |
| 1974 | 54.15 | 45.85 |
| 1975 | 53.82 | 46.18 |
| 1976 | 51.45 | 48.55 |
| 1977 | 50.21 | 49.79 |

Source: HEGIS Form 2300-2.3 *Opening Fall Enrollment in Higher Education*, 1972-1977.

It is apparent that females have accounted for a majority of the increase in enrollment. Since 1972, female enrollment has increased 28.54 percent, while male enrollment has increased only 1.67 percent. If the present trend continues, by 1978 female enrollment will surpass male enrollment. The increase in female participation in higher education over the last decade has been a national phenomenon.

Louisiana is continuing to attract an increasing number of blacks into higher education. Table 12 illustrates the rise in black undergraduate enrollment since 1968.

**Table 12**
Black Undergraduate Enrollment in Louisiana Public Institutions of Higher Education, 1968, 1970, 1974 and 1976

| Year | Total Undergraduate Enrollment | Black Undergraduate Enrollment | Percent of Total |
|---|---|---|---|
| 1968 | 84,188 | 16,270 | 19.33 |
| 1970 | 84,977 | 18,959 | 22.31 |
| 1974 | 100,000 | 22,796 | 22.80 |
| 1976 | 110,060 | 28,584 | 25.97 |

Source: 1968 and 1970 data from Southern Regional Education Board files. 1974 data from *Compliance Report of Institutions of Higher Education*, Fall, 1974. 1976 data from HEGIS Form 2300-2.3 *Fall Enrollment and Compliance Report of Institutions of Higher Education*, 1976.

In 1968, blacks accounted for less than one-fifth of undergraduate enrollments. By 1976, blacks accounted for more than one-fourth of undergraduate enrollments. Whereas total undergraduate enrollments increased 30.73 percent from 1968 to 1976, black enrollment increased 75.69 percent.

Trends in undergraduate/graduate enrollment are important to identify for funding and program planning purposes. Table 13 illustrates the undergraduate/graduate composition of enrollments over the last five years in public institutions of higher education in Louisiana. The undergraduate/graduate enrollment composition has remained relatively stable over the past five years, while the percentage of unclassified students has increased.

**Table 13**
Undergraduate/Graduate Enrollment as Percentage of Total Enrollment in Public Higher Education, 1972-1977

| Year | Percent Undergraduates | Percent Graduates | Percent Unclassified |
|---|---|---|---|
| 1972 | 85.92 | 12.33 | 1.75 |
| 1973 | 84.11 | 13.53 | 2.36 |
| 1974 | 83.46 | 14.03 | 2.51 |
| 1975 | 83.70 | 13.02 | 3.28 |
| 1976 | 84.62 | 12.24 | 3.14 |
| 1977 | 85.70 | 11.54 | 2.76 |

Source: HEGIS Form 2300-2.3 *Opening Fall Enrollment in Higher Education*, 1972-1977.

Trends in full-time and part-time status of students are also important. The movement toward more part-time students in higher education nationwide has effects on program planning, administration, residence requirements, degree requirements, and finance. Table 14 illustrates this trend in Louisiana's public institutions of higher education. It is apparent that part-time students represent an increasing percentage of total enrollment. From 1972 to 1977 the number of full-time students increased by 10.15 percent. In this same time period, part-time enrollments increased by 24.70 percent. In 1977, part-time enrollment leveled off.

**Table 14**
Full-time/Part-time Enrollment as Percentage of Total Enrollment in Louisiana Public Higher Education 1972-1977

| Year | Percent Full-time | Percent Part-time |
|---|---|---|
| 1972 | 77.08 | 22.92 |
| 1973 | 77.08 | 22.92 |
| 1974 | 74.05 | 25.95 |
| 1975 | 73.26 | 26.74 |
| 1976 | 73.16 | 26.84 |
| 1977 | 74.18 | 25.19 |

Source: HEGIS Form 2300-2.3 *Opening Fall Enrollment in Higher Education*, 1972-1977.

The culmination of a student's college education is graduation. Table 15 displays total degrees conferred, by level, in Louisiana's public institutions of higher education in the past five years. The largest increase in earned degrees has been at the associate and professional levels. The number of associate degrees conferred increased by 256 percent between 1972-73 and 1976-77. Disciplines which have shown the largest percentage increase in degrees conferred have been at the associate degree level. These include business and commerce technology, health services/paramedical technology, and public service technology. The largest increase at the professional level has been in the health professions. For further information on degrees conferred by discipline, see Appendix A, Tables 3-7.

To summarize student characteristics, a smaller percentage of high school graduates is entering college in Louisiana. The ability of these students, as measured by ACT scores and high school averages, is contradictory. Whereas high school averages are increasing, performance on the ACT is declining. Enrollment in higher education is leveling off. Females continue to increase as a percentage of total enrollment, and are expected to represent half of total enrollment by 1978. Black enrollments have in-

**Table 15**
Total Degrees Conferred by Level in Louisiana's Institutions of Public Higher Education, 1972-1977

| Year | Associate | Bachelors | Masters | Professional | Doctoral | Total |
|---|---|---|---|---|---|---|
| 1972-73 | 475 | 12,781 | 3,254 | 426 | 229 | 17,165 |
| 1973-74 | 864 | 13,441 | 3,405 | 489 | 263 | 18,462 |
| 1974-75 | 1,077 | 13,465 | 3,418 | 555 | 250 | 18,765 |
| 1975-76 | 1,650 | 13,405 | 3,567 | 552 | 204 | 19,378 |
| 1976-77 | 1,690 | 12,870 | 3,664 | 627 | 201 | 19,032 |

Source: HEGIS Form 2300-2.1 *Degrees and Other Formal Awards Conferred*, 1972-77.

creased substantially. In ten years, blacks have increased from less than one-fifth of total undergraduate enrollment to more than one-fourth. The percentage of undergraduate/graduate enrollment to total enrollment has remained stable. Part-time enrollments are increasing in numbers and as a percentage of total enrollment. Associate degree programs have experienced the largest growth both in the number and percentage of degrees conferred. Tne professions have also increased substantially, with the health professions accounting for most of the increase.

**Enrollments**

Projecting or estimating student enrollment is a desirable and necessary exercise, albeit a hazardous one. Plans for the education of Louisiana's citizens, as they relate to physical facilities and instructional and support personnel, cannot be objectively and effectively considered without some notion of the size and character of future enrollments.

In 1977, the Board of Regents prepared enrollment projections for each university through 1994. Basically, the methodology was a combination of the cohort-survival technique and the ratio technique. Factors included in the projections were live births, high school graduates by parish, and first time enrollments in a given institution from a given parish. By combining these factors, enrollment projections were generated based on past parish high school graduates enrolling in a given institution as a ratio or percentage of total graduates from that parish. The reader should keep in mind that a basic premise (assumption) of the technique is that the conditions and trends present when the historical data were generated will continue through the time for which the forecast is made.

Table 16 illustrates the projected decline in enrollments in Louisiana's institutions of higher education. Figures indicate that projected enrollments will peak in 1980 and then decline. Enrollments are projected to decline 10.69 percent from 1980 to 1990, and will not increase again until 1993.

**Table 16**

Enrollment Projections for All Louisiana Institutions of Higher Education 1980, 1985, and 1990*

| Year | Enrollment | Percent Change*** |
|---|---|---|
| 1976** | 148,897 | |
| 1980 | 168,775 | + 13.35 |
| 1985 | 157,491 | + 5.77 |
| 1990 | 150,728 | + 1.23 |

*For institutional enrollment projections see Appendix A, Table 7.
**Actual.
***Percentage change is from base year 1976.
Source: Board of Regents (Cohort).
Note: Louisiana State University Medical Center is not included.

As previously mentioned, these projections are based on the assumption that conditions in the recent past will continue into the future. These projections have been a useful guide to date. Changing trends in enrollment as displayed earlier in this chapter, along with policies and practices which the Board of Regents and the institutions will be implementing in the near future, will necessitate the development of more sophisticated forecasting techniques at the state level. The Board of Regents recognizes this necessity and is preparing to update its forecasting methodologies.

The Board of Regents believes that with proper planning and appropriate action, enrollment declines in the 1980's will not be as drastic as projected. The percentage of Louisiana's population in higher education is consistently below the Southern Regional Education Board (SREB) average. It is the goal of the Board of Regents to increase the participation of Louisiana's population in higher education to the SREB average.

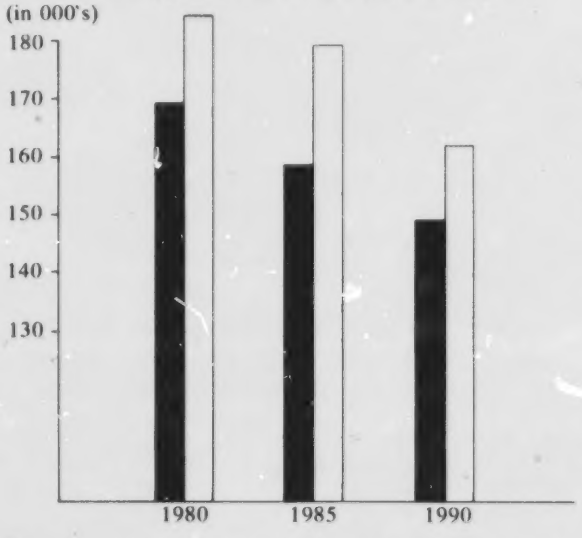
Table 17 graphically displays projected Louisiana enrollment assuming SREB participation rates and using present projection techniques. For this state to reach the goal of the SREB average participation rate, Louisiana's institutions of higher education will need to serve 15,000 to 20,000 citizens more than they are projected to serve between 1980 and 1990. Five interrelated factors which can increase higher education enrollment are as follows: (1) increased participation by high school graduates; (2) increase in black and female enrollments; (3) new programs which attract different students; (4) increase in part-time enrollments; and (5) lower attrition rates in colleges and universities.

Figures show that the percentage of high school graduates entering college is decreasing. Louisiana's rate of high school graduates entering college is below the national average. Much of this decline can be attributed to the students' preparation for college. Recently, the Board of Elementary and Secondary Education initiated actions to increase the ability levels of high school students. Through these actions, it is hoped that students will be better prepared to pursue a college education and will have a healthier self-image and the confidence to succeed in college.

During the seventies, enrollments of blacks and females have increased significantly in proportion to total enrollment. More blacks are entering college to receive the education necessary for job entry and advancement. Many females are entering or returning to college with career aspirations which were not held in the past. Together, blacks and females should increase total enrollment over that projected.

**Table 17**

Enrollment Projections for Louisiana Institutions Using Cohort Survival Technique and Assuming SREB Participation Rates 1980, 1985, and 1990*




■ Cohort Survival Technique □ SREB Participation Rate

*For institutional projections assuming SREB participation rates, see Appendix A, Table 9.
Source: Louisiana Board of Regents.

The addition of new programs should attract additional students. Figures show that the greatest increase in enrollments has been in the associate degree programs. This growth is not over. Louisiana has been slow in developing two-year programs due to the absence of a community college system. With the initiation of additional one and two-year programs on the two and four-year college campuses, a portion of the population formerly not served should have the opportunity to pursue postsecondary education below the baccalaureate level.

Full-time enrollment in Louisiana is stabilizing and is projected to decrease. Part-time enrollment, however, continues to expand. With the need for retraining becoming more important and the increase in leisure time expected in the years to come, part-time enrollment should continue to increase.

A major problem facing colleges and universities is student attrition. A combination of more academically qualified high school graduates, more effective developmental education programs, and a better student program match in colleges and universities should decrease student attrition, thus minimizing the decline in enrollments. The five factors discussed above are interrelated. In concert, these factors may not cause enrollments to increase in the 1980's, but they will contribute significantly to minimizing the projected decline by serving new and expanded clienteles.

## Chapter V
## Coordination and Governance of Higher Education in Louisiana

From the inception of the University of Louisiana in 1845 (now Tulane University) until the third decade of the twentieth century, each public institution of higher education had its own governing board, whose membership was appointed by the State Board of Education. During the 1920's, reorganization of higher education was a priority issue, as evidenced by a constitutional provision restructuring institutional governance. The Louisiana Constitution of 1921 placed each public campus under one of two governing boards, either the State Board of Education or the Board of Supervisors of Louisiana State University. This governance structure was to remain relatively intact for over half a century, with all new institutions opening under the auspices of one of the two boards and some existing institutions being shifted from the Louisiana State University Board of Supervisors to the State Board of Education. (A constitutional amendment passed in November, 1940, placed the LSU Board of Supervisors in the State Constitution.)

In 1948, the Legislature provided for a "State Coordinating Council on Education" to resolve unanswered questions of coordination of educational resources. The Legislature, however, never appropriated funds for the employment of a director or staff. The members of the council ceased to meet by 1954. That same year the Legislature recommended that the Coordinating Council be reinstated with stronger powers; this recommendation was not implemented.

In the decade of the sixties, when thirty-nine states had some type of state coordinating agency, Louisiana made attempts to create a unified governance structure. At that time, Louisiana's public institutions of higher education were still governed by either the State Board of Education or the Louisiana State University Board of Supervisors. In 1961, the two boards established by voluntary agreement a Coordinating Council for Public Higher Education in Louisiana, with membership equally distributed between the boards. The council met twice and never convened again. In 1965 and 1966, interest in coordination was renewed. Several organizations held conferences on coordination in 1965, and the Legislature treated it as a major issue in 1966. Three proposals were introduced in the Legislature; all were defeated. The first would have created a powerful Board of Regents, the second would have provided a purely advisory body, and the third would have established an agency to coordinate through periodic master plans. Because the bills were defeated, the Louisiana State University Board and the State Board of Education continued to function in their traditional capacities.

In 1968, the Legislature authorized a constitutional amendment for the purpose of creating a statewide coordinating board to prevent "unnecessary duplication" in higher education. In November of 1968, the electorate of Louisiana voted in favor of this amendment, and the Louisiana Coordinating Council for Higher Education was implemented on April 3, 1969. Although the "essential functions" of the other two boards were maintained, no new degree programs could be instituted without Coordinating Council authority. In addition, the Council was empowered to study the feasibility of establishing new institutions, create a master plan for higher education, and establish an information system concerning public higher education in the state. It also had limited budgetary responsibilities such as recommending priorities for capital construction.

In 1974, the governing structure of Louisiana's public higher education institutions was reorganized once more, replacing the Coordinating Council and the two governing boards with three management boards—the Board of Supervisors of Louisiana State University, the Board of Supervisors of Southern University, and the Board of Trustees for State Colleges and Universities—and one statewide planning and coordinating agency, the Board of Regents. These boards were established by Article VIII of the 1974 Constitution of Louisiana and were implemented by Act 313 of the 1975 Regular Session of the Louisiana Legislature. Both the constitution and the legislative act enlarged the powers of the Board of Regents beyond those of the Coordinating Council, as illustrated by the following excerpts from Article VIII.

> Section 5. (A) Creation: Functions. The Board of Regents is created as a body corporate. It shall plan, coordinate, and have budgetary responsibility for all public higher education and shall have other powers, duties, and responsibilities provided in this Section or by law.
>
> (D) Powers. The Board of Regents shall meet with the State Board of Elementary and Secondary Education at least twice a year to coordinate programs of public elementary, secondary, vocational-technical, career, and higher education. The Board of Regents shall have the following powers, duties, and responsibilities relating to public institutions of higher education:
>
> (1) To revise or eliminate an existing degree program, department of instruction, division, or similar subdivision.
>
> (2) To approve, disapprove, or modify a proposed degree program, department of instruction, division, or similar subdivision.
>
> (3) To study the need for and feasibility of any new institution of post-secondary education, including branches of institutions and conversion of two-year institutions to institutions offering longer courses of study. If the creation of a new institution, the addition of another management board, or the transfer of an existing institution from one board to another is proposed, the Board of Regents shall report its written findings and recommendations to the legislature within one year. Only after the report is filed, or, after one year if no report is filed, may the legislature take affirmative action on such a proposal and then only by law enacted

by two-thirds of the elected members of each house.

(4) To formulate and make timely revision of a master plan for higher education. As a minimum, the plan shall include a formula for equitable distribution of funds to the institutions of higher education.

(5) To require that every higher education board submit to it, at a time it specifies, an annual budget proposal for operational needs and for capital needs of each institution under the control of each board. The Board of Regents shall submit its budget recommendations for all institutions of higher education in the state. It shall recommend priorities for capital construction and improvements.

(E) Powers Not Vested. Powers of management over public institutions of higher education not specifically vested by this Section in the Board or Regents are reserved to the Board of Supervisors of Louisiana State University and Agricultural and Mechanical College, the Board of Supervisors of Southern University and Agricultural and Mechanical College, the Board of Trustees for State Colleges and Universities, and any other such board created pursuant to this Article, as to the institutions under the control of each.[1]

Act 313 of the 1975 Regular Session of the Louisiana Legislature defines the relationship between the Board of Regents and the management boards as follows:

B. No college or university may institute a new degree program or department of instruction, division, or similar subdivision without approval of the Board of Regents. Application to the Board of Regents for such a new program, department of instruction, division or similar subdivision shall be made by the management board governing the college or university at which the program is to be instituted.

3131. Orders.

Orders of the Board of Regents issued pursuant to its powers as provided in Sections 3125 through 3129 shall be promulgated and issued to the appropriate management board for enforcement and implementation.

3132. Channels of Communication.

All requests by the Board of Regents for information and all other communications relative to the exercise of its powers shall be forwarded to the chairman of the appropriate management board, through its secretary, and each management board shall be responsible for providing within a reasonable time the information requested.

3133. Public hearings; due process.

In exercising and fulfilling its powers, duties, and functions as specifically enumerated in Article VIII, Section 5(D), paragraphs (1), and (4) of the Constitution, the Board of Regents shall before adopting or issuing an order, rule, regulation, plan, policy or recommendation, hold public hearings at which all students, faculty, staff, administrators, management boards and interested citizens may appear and present testimony. The Board of Regents shall accompany each such order, rule, regulation, plan, policy and recommendation with written reasons therefor, explaining in detail the reasons for its actions.[2]

It is clear from reading the excerpts from the Constitution and Act 313 quoted above that each component of the governance structure in Louisiana has a unique contribution to make to the well-being of the system. It is important to understand the distinction between the planning and coordinating functions of the Board of Regents, the operating controls of the management boards, and the responsibility to provide quality education which depends largely on the individual institutions.

In order to fulfill its responsibilities, the Board of Regents must concentrate its attention only on the commanding heights of statewide policy and exercise its coordinating, program, and budgetary authority to the extent necessary to assure a coherent, effective statewide system and to protect the public interest.

The Board of Regents encourages self-evaluation and self-regulation on the part of the management boards and the institutions. Each management board must take responsibility for the day-to-day operations of the institutions under its control. Matters relating to faculty and students must be addressed by the management boards, and the responsibility for sound fiscal operations rests largely at this operational level. Implementation of statewide policies must be monitored by the management boards. At the institutional level rests the responsibility for the most important aspect of the system—educating the student. The institutions must be constantly engaged in the interaction necessary to promote learning. Through frequent self-evaluation, the institutions can identify the changes needed to maintain a vital educational process and alert the management boards and the Board of Regents to these necessary changes.

The interrelationships between the components of Louisiana's higher education system are equally important. No single institution or board, functioning independently, can assure the citizens of Louisiana a vital system of higher education. All components of the system, working together, can.

In addition to restructuring the higher education system, the 1974 Constitution also created the State Board of Elementary and Secondary Education:

Section 3. (A) Creation: Functions. The State Board of Elementary and Secondary Education is created as a body corporate. It shall supervise and control the public elementary and secondary schools, vocational-technical training, and special schools under its jurisdiction and shall have budgetary responsibility for all funds appropriated or allocated by the state for those schools, all as provided by law. The board shall have other powers, duties, and responsibilities as provided by this constitution or by law, but shall have no control over the business affairs of a parish or city school board or the selection or removal of its officers and employees.[3]

To assure coordination of all aspects of the public education system the Constitution further mandates that the Board of Elementary and Secondary Education and the Board of Regents meet together at least twice a year. One shared concern of the two boards is vocational-technical education. The State Board of Elementary and Secondary Education has "jurisdiction with respect to elementary and secondary education, vocational-technical and *postsecondary vocational-technical education except in colleges and universities.*"[4] (Emphasis added.) The Board of Regents is the State 1202 Commission, a Federal designation for broad policy planning for all postsecondary education. Any plan developed by the Board of Regents in its capacity as the 1202 Commission will affect vocational-technical programs at the postsecondary level which fall under the jurisdiction of the State Board of Elementary and Secondary Education. In this respect cooperation and coordination between the two boards is crucial to the success of education in the State of Louisiana. The Board of Regents, at its joint meetings with the Board of Elementary and Secondary Education, will continue to pursue avenues of cooperation between the vo-tech schools and the public institutions of higher learning, especially in regard to this plan's recommendations that colleges and universities cooperate with the vo-tech schools as they proceed to develop one and two-year programs. The Constitution has wisely mandated such cooperation.

The independent institutions of higher education in Louisiana are governed by their own respective boards. It is the governance structure which really sets the independent sector apart from the public sector. All the institutions, independent and public, serve the interests of the citizens. In light of the facts that

independent institutions receive certain tax exemptions from the State and most receive funds through the recent passage of a public aid bill to independent institutions by the Legislature, the independent sector has a responsibility to be accountable to the State of Louisiana. The independent governing boards must cooperate with the Board of Regents in pursuit of quality education in the state.

*The Board of Regents recommends that cooperation and coordination between the Board of Regents, the management boards, the Board of Elementary and Secondary Education, and the independent sector of higher education be strengthened. Only through strong and dedicated cooperation will the educational leaders in Louisiana have the proper insight and information to set direction for education in the future.*

---

[1]*Constitution of the State of Louisiana, 1974*, Article VIII, Section 5.
[2]Act 313, 1975 Regular Session, Louisiana Legislature.
[3]*Constitution of the State of Louisiana, 1974*, Article VIII, Section 3, paragraph A.
[4]Act 274, 1975 Regular Session, Louisiana Legislature.

---

## Chapter VI
## Role, Scope, and Mission of Louisiana Institutions of Higher Education

### Public Sector

Chapter II outlined in detail the goals of higher education in Louisiana: (1) access; (2) opportunity; (3) quality; (4) diversity; (5) financial support; (6) responsiveness; (7) cooperation; and (8) responsibility. The role of the public sector of higher education is to contribute to the State's efforts to reach these goals. It is especially important that all public institutions in Louisiana be open to all qualified citizens regardless of age, race, sex, religion, physical condition, socio-economic status, or ethnic background. A comprehensive, well-organized system of higher education is necessary to achieve Louisiana's goals. It is from this perspective that Chapter VI is written.

### The Need for Differentiation

The State of Louisiana is not able to provide the funds necessary to develop each institution in the state to serve all the needs of the citizens. Even if the State had the revenues, this approach would be unjustifiably inefficient and uneconomical. To meet the higher education needs of the citizens of Louisiana, each institution should contribute its own unique strengths. Each public institution of higher education in Louisiana should play a distinctive role in providing a diversified educational program designed to meet, with efficiency and economy, the varied needs of the citizens.

D. Kent Halstead, a nationally recognized scholar in the field of statewide planning in higher education, recognizes the necessity for differentiating functions among institutions of higher education. He presents these arguments in defense of differentiation:

> 1. Establishing differential functions promotes the development of high level specialized skills and the supporting resources essential to the achievement of excellence.
>
> 2. Differential offerings are an effective means of supplying educational programs consistent with a wide range of enrollment demand and student needs.
>
> 3. Area and accessibility requirements for postsecondary education are most economically met if new two-year colleges are established with strict observance of their specialized mission.
>
> 4. Providing differential entrance requirements and retention standards establishes patterns of student characteristics consistent with program requirements.
>
> 5. Establishing differential functions results in more effective use of limited resources and sometimes in a reduction in unit costs.
>
> 6. A comprehensive and balanced program of higher education requires that certain specialized low-demand offerings be differentially assigned to designated institutions.
>
> 7. Certain institutional specialization should be encouraged to promote the advantages to be derived from campus location, existing commitments, and historical precedent.
>
> 8. As a controlling device, the assignment of differential functions provides for orderly expansion without either lessening responsibilities or proliferating them excessively.[1]

The basic functions of all institutions of higher education are instruction, research, and public service. The differences among institutions exist in the level of participation in these functions. The components of a balanced system of higher education are the comprehensive state university, the senior college or university, and the two-year community or junior college.

The comprehensive state university offers a wide range of programs at the undergraduate, graduate, and professional levels. The comprehensive university does not usually offer programs below the baccalaureate level. The research conducted is generally directed to the advancement of knowledge and the solution of societal problems. The public service provided is far-reaching and varietal in nature. In some cases, the comprehensive state university may be characterized by more selective admissions and higher tuition than other institutions.

In contrast, the senior university offers a wide range of programs at the undergraduate level. Its graduate and professional programs are limited in keeping with its unique resources and/or historical precedent. Two-year programs of study are often offered. Among states, admissions policies at senior institutions vary. Research is generally related to instruction and to the capability of the faculty and the availability of physical and financial resources, and is conducted in accordance with the institution's mission. The public service activities vary in nature. They are generally designed to meet the needs of a population within commuting distance. Some supply information and services to government, business, and industry.

The two-year community or junior college is generally characterized by completely open admissions, low tuition, and a wide variety of technical associate degree and certificate programs. Programs in the liberal arts and sciences are offered for students who wish to transfer to a four-year institution. The nature of the community college results in minimal research activity. The public service activities are geographically restricted to the immediate area.

There are obvious advantages in maintaining a balanced system of higher education. The many and varied demands placed on the higher education system can best be met when each component of the system performs differential functions. The desired quality and balance in a system of higher education can be achieved only through careful planning and continuous monitoring of performance. Society's needs and demands are constantly changing. It is important for a higher education system to be able to react to change occurring both internally and externally. For example, changing student interests and attitudes must be dealt with, changing manpower demands must be filled, and changing legal requirements must be met. The student population of the seventies is not characterized by the unrest of the sixties; the significant need for teachers in the fifties has been met; and the racial segregation of the forties no longer exists.

An analysis of Louisiana's present system of higher education, in light of the foregoing comments, is appropriate to the planning effort. Such an analysis reveals that LSU-Baton Rouge meets the criteria outlined above for a comprehensive state university. There are two single-purpose institutions in Louisiana's system of higher education : (1) the Center for Agricultural Sciences and Rural Development, with statewide responsibility for agricultural research and extension, is a noninstructional component of the LSU system, and (2) the LSU Medical Center, which includes two schools of medicine, a dental school, schools of nursing and allied health professions, and a graduate school. An examination of the program offerings of the remaining public four-year institutions reveals that those institutions listed in Table 18 meet the criteria established for senior universities.

**Table 18**
Senior Universities of Louisiana

1. Grambling State University
2. Louisiana State University-Shreveport
3. Louisiana Tech University
4. McNeese State Universtiy
5. Nicholls State University
6. Northeast Louisiana University
7. Northwestern State University
8. Southeastern Louisiana University
9. Southern University-Baton Rouge
10. Southern University-New Orleans
11. University of New Orleans
12. University of Southwestern Louisiana

While Louisiana does not have a comprehensive community college system, there are four public two-year institutions in the state as shown in Table 19. Only one, Delgado Junior College, offers a sufficient number of terminal programs to meet the criteria for a comprehensive community college. The other two-year institutions offer a limited number of certificate and associate degree programs and have developed primarily as transfer institutions.

**Table 19**
Public Two-Year Colleges of Louisiana

1. Delgado Junior College
2. Louisiana State University-Alexandria
3. Louisiana State University-Eunice
4. Southern University-Shreveport

In addition to the number and level of program offerings, the geographical distribution of the student body is a good indication of the service areas and functions of Louisiana institutions of higher education. Table 20 displays the percentage of total enrollment and Louisiana enrollment made up of students whose permanent home address is either in the parish in which the institution is located or in a contiguous parish. Louisiana State University attracts less than one-half of its student body from East Baton Rouge and contiguous parishes. The critical mass of graduate and professional programs attracts clientele from throughout the State of Louisiana and elsewhere.

**Table 20**
Percentage of Total Enrollment and Percentage of Louisiana Enrollment in Louisiana Institutions of Higher Education from Institution's Parish and Contiguous Parishes, Fall 1975

| Institution | Number of Students from Institution's Parish or Contiguous Parishes | Percent of Total Enrollment from Institution's Parish and Contiguous Parishes | Percent of La. Enrollment from Institution's Parish and Contiguous Parishes |
|---|---|---|---|
| **Comprehensive** | | | |
| LSU-Baton Rouge | 9,855 | 39.8 | 46.0 |
| **Senior** | | | |
| Grambling | 965 | 24.4 | 29.2 |
| LSU-Shreveport | 3,050 | 96.5 | 97.6 |
| La. Tech | 2,582 | 29.1 | 33.2 |
| McNeese | 4,906 | 81.6 | 86.0 |
| Nicholls | 4,092 | 72.5 | 74.0 |
| Northeast | 5,571 | 57.3 | 61.4 |
| Northwestern | 3,316 | 50.2 | 55.5 |
| Southeastern | 3,949 | 55.9 | 57.9 |
| Southern-Baton Rouge | 3,870 | 41.0 | 44.1 |
| Southern-New Orleans | 3,177 | 92.1 | 93.3 |

| Table 20 (Continued) | Number of Students from Institution's Parish or Contiguous Parishes | Percent of Total Enrollment from Institution's Parish and Contiguous Parishes | Percent of La. Enrollment from Institution's Parish and Contiguous Parishes |
|---|---|---|---|
| University of New Orleans | 12,644 | 92.2 | 96.8 |
| University of Southwestern Louisiana | 7,910 | 63.9 | 68.2 |
| **Two-Year** | | | |
| Delgado | 9,484 | 94.2 | 96.9 |
| LSU-Alexandria | 1,194 | 94.7 | 95.4 |
| LSU-Eunice | 875 | 93.3 | 93.8 |
| Southern-Shreveport | 883 | 94.1 | 94.3 |

The senior universities in Louisiana generally serve the region in which they are located. These senior State universities, with the exception of Louisiana Tech University, Grambling State University, and Southern University-Baton Rouge, attract over fifty-five percent of their student bodies from their parish of domicile and contiguous parishes.

Louisiana Tech University's traditional emphasis on technical and professional programs has resulted in a statewide attraction as a special purpose institution. Additionally, Louisiana Tech is located in a sparsely populated section of Louisiana, and the Shreveport metropolitan area is the largest population center in proximity. If the students from this area (Bossier and Caddo Parishes) are included, Louisiana Tech attracts 53.8 percent of its total enrollment and 61.3 percent of its Louisiana enrollment from this service area. Southern University-Baton Rouge and Grambling State University are historically black institutions. Both of these institutions were originally founded "for the education of persons of color." Since the *Brown vs. Board of Education* decision of 1954, all institutions of higher education have been opened to black and white students alike. Nevertheless, Southern University-Baton Rouge and Grambling State University, with their rich tradition of education for the black citizens of the State of Louisiana, continue to attract students from every section of the state. Additionally, Grambling, like Louisiana Tech, is located in Lincoln Parish, a sparsely populated area of Louisiana. Even though Grambling does attract an additional ten percent of its clientele from the Shreveport metropolitan area, it still continues to attract students from all parts of the state.

The high percentage of students from the immediate region that attend Louisiana State University-Shreveport, Southern University-New Orleans, and the University of New Orleans is significant. These institutions were located in these areas primarily to serve the large urban population. Louisiana State University-Shreveport is the only four-year degree-granting public institution of higher education located in the populous Shreveport metropolitan area. The University of New Orleans is developing as an urban university, primarily designed to serve the needs and address the problems of Louisiana's most populated area. Southern University-New Orleans is developing in a manner to meet the undergraduate needs of the metropolitan area, to provide upward mobility to graduates of associate degree programs, and to address the practical needs of the urban population for community services.

Two-year colleges are designed to serve the education needs of the immediate geographical area, defined occasionally as one parish or a few parishes. As can be noted in Table 20, all the two-year institutions in Louisiana draw over ninety percent of their enrollment from their home and contiguous parishes. Delgado Junior College attracts over ninety percent of its Louisiana students from Orleans and Jefferson Parishes alone.

The present composition of the public sector of higher education in Louisiana has the potential of becoming a statewide system with clearly defined roles and functions. The basic framework exists. A redefining of the purpose of some institutions, together with a strengthening of the traditional functions of others, can result in a better system of higher education for the state and its citizens.

**Role, Scope and Mission Statements**

A few general precepts should be offered here regarding the future role of Louisiana's public system of higher education, and the institutions which comprise that system. First, expansion to meet rising student demands will not preoccupy the system or the institutions in the coming years. Even though headcount enrollment may increase, the increase will most likely be in part-time adult students. Three to four part-time students are estimated to equal one full-time equivalent student. Institutional plans should, therefore, recognize this fact and provide for alternative uses of available resources.

Second, the new clientele will demand change rather than expansion. Additional two-year occupational programs designed to prepare (or retrain) persons for a changing job market will be required if the higher education system is to meet its responsibilities in the years ahead.

Third, no significant expansion in graduate and professional education should be anticipated. With the exception of a few fields, the job market for Ph.D graduates is even now severely strained. Louisiana's already extensive commitment to professional education will continue to a place a great demand on limited resources.

Fourth, the years ahead will provide the opportunity for each of Louisiana's institutions of higher education to concentrate on improving the quality of existing programs and on developing innovative new programs within the institution's assigned role and scope. It is important that all institutions and their management boards recognize that quality can exist at all levels of instruction; they must be disabused of the notion that "bigger is better" or that quality is more likely to be found at higher levels.

And fifth, success in the future will depend heavily upon cooperation and sharing of resources, especially since both enrollments and available resources are expected to stabilize. It is incumbent upon each institution, therefore, to participate ac-

tively and creatively in the regional councils for cooperation which are recommended later in this chapter.

In light of the need for differentiation and the general precepts regarding the future role of higher education in Louisiana, the Board of Regents adopts the following statements of the role, scope, and mission for each of the public institutions of higher education.

**Louisiana State University Center for Agricultural Sciences and Rural Development**

The Center for Agricultural Sciences and Rural Development is composed of the Louisiana Agricultural Experiment Station, the Louisiana Cooperative Extension Service, and the special Livestock Development Program. The primary mission of the Center is to conduct agricultural research and resource development, including forestry, wildlife and fisheries, and related areas, and to disseminate to the agricultural industry and others information resulting from that research. The Center also has responsibility for international agricultural programs and has special programs in livestock improvement and development designed to foster a more productive livestock industry in Louisiana. The Center's mission also includes programs for youth and others aimed at more efficient allocation of resources, improving rural and community living standards, and overall development of the rural economy. The Center should plan to continue in its role of providing service to improve the agricultural industries of Louisiana and the overall development of the rural economy.

**Louisiana State University Medical Center**

The Louisiana State University Medical Center, housing two medical schools, a dental school, a school of allied health professions, a nursing school, and a graduate school, is a single purpose institution providing instruction, research, and public service in fields related to health. It is the most extensive State-supported institution for education of health workers of all types and all levels, from certificate to doctoral. In addition to the major responsibility for advancement and dissemination of knowledge in medical, dental, and other health sciences, it has a significant public service role in direct care of approximately seventy-five percent of the state's indigent population in six State hospitals. It also provides a referral service and continuing education source for support of all health practitioners of the state. This institution should continue to study carefully the needs of the state for health professionals and paraprofessionals and should change in keeping with them.

**Louisiana State University-Baton Rouge**

By criteria developed earlier in this chapter, Louisiana State University-Baton Rouge (LSU-BR) is the state's comprehensive university. This institution was given land-grant status under the Morrill Act of 1862. It is expected that LSU-BR will continue to perform the functions it may be assigned by the Federal government as a result of its land-grant status. The institution shall continue to offer a wide range of programs at the baccalaureate, graduate, and professional levels. The public service and research efforts of the institution shall be designed to benefit the entire state, the southern region, and the nation and should be supported by the State of Louisiana at a level at which it can meet the varied expectations of the state and its citizens. Louisiana State University-Baton Rouge should continue to seek outside funding to support organized research and public service beyond the funding commitment which the State must make to these endeavors. Sufficient institutional resources shall be concentrated on maintaining and improving the instructional quality of existing offerings; no expansion below the baccalaureate level should be planned.

**University of New Orleans**

The University of New Orleans (UNO) is developing as an urban institution in keeping with its location in Louisiana's largest metropolitan area. The institution should continue to offer a wide range of undergraduate programs and selected graduate programs designed to meet the needs of a complex urban community. The public service and research efforts of the University of New Orleans should be designed to address the problems of the city it serves. Future program offerings should be in keeping with its role as an urban institution. The institution should actively seek external sources of funding to support basic and applied research which will benefit the state and the nation in seeking solutions to the ever-increasing problems facing metropolitan areas. The further development of two-year programs should be discouraged. Programs in urban and regional planning should continue to be concentrated at the University of New Orleans.

**Louisiana Tech University**

Louisiana Tech University is a senior state university and should continue to offer a wide range of baccalaureate programs and selected graduate programs as appropriate to a senior institution. The Board of Regents encourages the development of one and two-year occupational programs, especially in those technical areas which represent Louisiana Tech's traditional role and expertise. Facilities and equipment which might be available at nearby vocational-technical schools should be utilized rather than duplicated where possible. The expansion of one and two-year programs shall in no way diminish the quality of offerings at other levels. The Board of Regents supports maintenance and development of programs of high quality and demonstrated need at both the undergraduate and graduate levels. The public service function of Louisiana Tech should be exercised to improve and enhance both the educational attainment and the quality of life of the citizens of the region served by the institution. In all cases research should be of high quality and commensurate with the level of offering and available resources. To improve research opportunities for faculty and students, the attraction of external funding sources should be encouraged. The Doctor of Business Administration (DBA) offered by Louisiana Tech University should be maintained as the only publicly supported DBA program in Louisiana designed to prepare practitioners of high caliber. Both undergraduate and graduate programs in engineering should continue to be a part of the institution's role.

**Northeast Louisiana University**

Northeast Louisiana University is a senior state institution and should continue to offer a wide range of baccalaureate programs and selected graduate offerings. The Board of Regents encourages the development of additional one and two-year programs to prepare persons for middle management positions in business and industry of the area, especially in light of Northeast's strong baccalaureate programs in business. The expansion of one and two-year programs shall in no way diminish the quality of offerings at other levels. The Board of Regents supports maintenance and development of programs of high quality and demonstrated need at both the undergraduate and graduate levels. In assessing the need for programs below the baccalaureate level, cognizance should be taken of the role and programs of nearby vocational-technical schools, and cooperation should be pursued where appropriate. Research activities should be encouraged in keeping with the offerings and resources available for research purposes. External funding should be vigorously sought to support research in all program areas offered by the institution, especially in the doctoral program in pharmacy. This program is unique to Northeast Louisiana Uni-

versity and should continue to be supported as the only such program in Louisiana. Public service should be concentrated in those activities in which there is a demonstrable need in the region.

**Northwestern State University**

Northwestern State University is a senior state institution and should conduct a broad range of offerings at the undergraduate level and selected graduate level offerings. Northwestern's traditional commitment to teacher education should be continued, and emphasis should be placed on improving the quality of the doctoral offerings in this field through resource allocation and cooperation with other institutions. The Board of Regents encourages Northwestern to explore the possibility of developing additional one and two-year programs with emphasis on assessing the area need for paraprofessionals in the health sciences and agriculture. In development of these programs, cooperation with the nearby vocational-technical school should be effected where possible. The expansion of one and two-year programs shall in no way diminish the quality of offerings at other levels. Special efforts should be made to develop innovative nontraditional methods of instruction to meet the needs of higher education's changing clientele. The Board of Regents supports maintenance and development of programs of high quality and demonstrated need at both the graduate and undergraduate levels. Research activities should be conducted in keeping with the level of offerings and the available resources, with encouragement for obtaining external funding for research, especially in the field of teacher education. Public service activities should represent a match between institutional expertise and demonstrable need in the region served.

**University of Southwestern Louisiana**

The University of Southwestern Louisiana (USL) is a senior state university and should continue to conduct comprehensive undergraduate offerings and selected graduate offerings in keeping with this role. The Board of Regents encourages the institution to develop additional high quality one and two-year occupational programs to meet the manpower needs of the region it serves, giving special attention to the requirements of the oil and gas industry, a significant component of the regional economy. The expansion of one and two-year programs shall in no way diminish the quality of offerings at other levels. Where feasible, there should be cooperation with nearby vocational-technical schools to avoid unnecessary duplication of facilities and equipment. The Board of Regents supports maintenance and development of programs of high quality and demonstrated need at both the undergraduate and graduate levels. The research conducted by the faculty and students should be in keeping with the level of offerings and the resources available for research purposes. Active solicitation of external funding for research should be encouraged in those areas in which the institution offers graduate degrees and especially in those areas in which the doctorate is offered. The public service activities of the University of Southwestern Louisiana should continue to be directed to the needs of the citizens of Acadiana. USL's unique opportunity to help preserve Louisiana's Acadian culture should receive high priority. The doctorate in computer science should be continued as the only such program in Louisiana.

**Grambling State University**

Grambling State University is a senior state institution offering baccalaureate degree programs in the liberal arts and sciences, business, education, and the technologies. Grambling also provides selected masters programs in education and a masters program in sports administration. This institution should give priority to undergraduate instruction of the highest qualtity. The Board of Regents supports maintenance and development of programs of high quality and demonstrated need at both the graduate and undergraduate levels. One and two-year occupational programs and baccalaureate programs designed to meet the needs of the region should be developed. In developing one and two-year programs, cooperation with nearby vocational-technical schools should be explored. The expansion of one and two-year programs shall in no way diminish the quality of offerings at other levels. Research should be in keeping with the institution's role, level of offerings, and available resources. The Board encourages creativity and ambition in the research area on the part of the faculties of all institutions and urges the pursuit of every opportunity to attract external funding in support of research activities. Grambling's historical contributions to the educational attainments of black citizens uniquely qualify this institution to provide, to the extent that institutional resources permit, a comprehensive collection of works reflecting the contributions of black Americans to the development of our state and nation. Public service activities should address the needs of the clientele served.

**McNeese State University**

McNeese State University is a senior state university offering a wide range of baccalaureate programs in ths liberal arts and sciences, and several professional areas. Selected graduate programs below the doctoral level are also offered in keeping with the senior university role. Major emphasis should be placed on high quality undergraduate instruction. The Board of Regents supports maintenance and development of programs of high quality and demonstrated need at both the graduate and undergraduate levels. A priority of McNeese State University should be to develop one-year and two-year programs that meet the identifiable needs of the area served by the university. In developing one and two-year programs, cooperation with nearby vocational-technical schools should be explored. The expansion of one and two-year programs shall in no way diminish the quality of offerings at other levels. Research should be related to the role of the institution, the level of offerings, the capability of the faculty, and the available fiscal resources. The Board encourages creativity and ambition in the research area on the part of the faculties of all institutions and urges the pursuit of every opportunity to attract external funding in support of research activities. Public service should be designed to benefit the citizens of the Lake Charles area by providing a means for them to enhance their educational attainment and improve the quality of their lives.

**Nicholls State University**

Nicholls State University is a senior state university offering undergraduate programs in the liberal arts and sciences, business, education, agriculture, home economics, nursing and engineering technology. Graduate programs below the doctorate are offered primarily in education and business administration. The Board of Regents supports maintenance and development of programs of high quality and demonstrated need at both the graduate and undergraduate levels. Undergraduate instruction of the highest quality should be a priority of Nicholls, with emphasis also being placed on the development of one and two-year occupational programs designed to meet the manpower needs of the business, marine, petroleum, and agricultural industries of the area. Cooperation with nearby vocational-technical schools should be explored. The expansion of one and two-year programs shall in no way diminish the quality of offerings at other levels. Research should be geared to the role of the institution, the level of offerings, and the resources available. The Board encourages creativity and ambition in the research area on the part of the faculties of all institutions and urges the pursuit of every opportunity to attract external funding in support of research activities. Public service activities should be designed to meet the needs of the citizens of

the area for upgrading educational attainment and enhancing the quality of life.

**Southeastern Louisiana University**

Southeastern Louisiana University (SLU) is a senior state institution offering baccalaureate programs in the liberal arts and sciences, agriculture, and several professional areas. Graduate programs below the doctorate are offered in the liberal arts and sciences, business administration and education. The Board of Regents supports maintenance and development of programs of high quality and demonstrated need at both the graduate and undergraduate levels. Quality undergraduate instruction should be given priority at Southeastern. A second priority should be the development of one and two-year occupational programs in those fields in which strong baccalaureate programs are offered and demand can be identified. Development of additional degree programs should be based upon identified need and the university's capabilities with assurances that nearby vo-tech school offerings are not duplicated. The expansion of one and two-year programs shall in no way diminish the quality of offerings at other levels. Research activities should be in keeping with the institution's role, level of offerings, and available resources. The Board of Regents encourages creativity and ambition in the research area on the part of the faculties of all institutions and urges the pursuit of every opportunity to attract external funding in support of research activities. Public service activities should be designed to serve the identifiable needs of the citizens of the region.

**Southern University-Baton Rouge**

Southern University-Baton Rouge (SU-BR) is a senior state institution offering a wide range of baccalaureate programs in ths liberal arts and sciences, agriculture, business, education, engineering, home economics, allied health, and the technologies. Graduate programs below the doctorate in several liberal arts fields and education, and a professional degree in law are also offered. This institution was given land-grant status under the amended Morrill Act of 1890. It is expected that Southern University-Baton Rouge will continue to perform the functions it may be assigned by the Federal government as a result of its land-grant status. Southern University-Baton Rouge should give special attention to undergraduate instruction of the highest quality. The Board of Regents supports maintenance and development of programs of high quality and demonstrated need at both the graduate and undergraduate levels. Expansion of one and two-year programs designed to meet the manpower needs of business and industry in the Baton Rouge area is encouraged. Expansion of one and two-year programs shall in no way diminish the quality of offerings at other levels. Cooperation with nearby vocational-technical schools should be effected where possible. The research function of the university should be conducted in accordance with the institution's role and scope, the level of offerings, and available resources. The Board of Regents encourages creativity and ambition in the research area on the part of the faculties of all institutions and urges the pursuit of every opportunity to attract external funding in support of research activities. Public service activities should be designed to meet the needs of the institution's clientele. Southern University-Baton Rouge's long history of service to black Americans makes it uniquely appropriate that the institution provide, to the extent that its resources permit, a repository for those works which reflect the rich black cultural heritage of Louisiana and the nation.

**Louisiana State University-Shreveport**

Louisiana State University-Shreveport (LSU-S) is a senior state institution offering baccalaureate programs in the liberal arts and sciences, business, and education. It is the only public senior institution in metropolitan Shreveport. The Board of Regents concurs with the observation made by the Southern Association of Colleges and Schools in 1975 that:

> As the undergraduate program matures over the next several years, LSU-S should give attention to its proper role in graduate education in the Shreveport area and begin to make plans for developing graduate degree program capability.

The most logical, immediate solution to the demand for graduate education in this area of the state is for LSU-Shreveport to participate fully in the consortium to provide graduate education in the Shreveport area, recommended later in this chapter. All programs should be conducted at the highest possible level of quality. Undergraduate instruction of the highest quality should be a priority. In light of the existence of a public two-year institution in Shreveport, expansion below the baccalaureate level should not be planned. Research should be conducted in keeping with the role of the institution, the level of offerings, and available resources. The Board of Regents encourages creativity and ambition in the research area on the part of the faculties of all institutions and urges the pursuit of every opportunity to attract external funding in support of research activities. Public service should be designed to meet the need for continuing education and improvement of the quality of life of the citizens of the region served.

**Southern University-New Orleans**

Southern University-New Orleans (SUNO) is a senior state institution offering programs at the baccalaureate level in the liberal arts and sciences, business, education, allied health, and social welfare. Undergraduate instruction of the highest quality should receive priority attention. All programs should be conducted at the highest possible level of quality. Consideration should be given to the development of baccalaureate programs in the technologies designed to meet the manpower needs in the greater New Orleans area for persons prepared at this level and to provide upward mobility to persons holding associate degrees in the technologies. Southern University-New Orleans should plan to remain an undergraduate institution concentrating on the baccalaureate level in the above-mentioned or other fields in keeping with the role, scope, and mission of the institution. Research should be in keeping with the role of the institution, the level of offerings, and available resources. The Board of Regents encourages creativity and ambition in the research area on the part of the faculties of all institutions and urges the pursuit of every opportunity to attract external funding in support of research activities. Public service activities should be planned to address the problems of the urban community, with the large evening division receiving high priority.

**Delgado Junior College**

Delgado Junior College is, at the present time, Louisiana's only comprehensive community college, offering both technical occupational one and two-year programs and academic transfer programs. This institution should plan to continue to serve the greater New Orleans area needs for this level of instruction. Cooperative arrangements with other institutions in the urban area should be continued and enhanced. Research and public service activities should be in keeping with Delgado's role as a comprehensive community college.

**Louisiana State University-Alexandria**

Louisiana State University-Alexandria (LSU-A) is a two-year institution serving primarily a transfer function and offering a limited number of associate degree programs. It should maintain and expand its academic lower level undergraduate offerings. LSU-A should move with dispatch to expand its one and two-year occupational offerings, recognizing that the future economic development of the region it serves will be significantly enhanced by the availability of a comprehensive commun-

ity college. In keeping with Louisiana State University-Alexandria's future development as a comprehensive community college, the research function of the institution should be directed toward improving instruction. Public service to the people of the Alexandria community should receive high priority. The three-year pilot program which the LSU Board of Supervisors is now conducting to provide junior and senior level courses on a resident basis through Louisiana State University-Baton Rouge should be completed and evaluated. In planning for expansion, care should be taken to assure that cooperation with nearby vocational-technical schools is effected where possible. Special attention should be given to instructional delivery systems which will satisfy the needs of the adult student.

**Louisiana State University-Eunice**

Louisiana State University-Eunice (LSU-E) is a two-year institution offering a limited number of associate degree programs and serving to a large extent a transfer function. Louisiana State University-Eunice should begin immediately to develop programs and services appropriate to the role of a comprehensive community college, since the future economic development of the region it serves will be thus strengthened. The institution should expand its one and two-year occupational offerings in keeping with the manpower demands of the area it serves. Cooperation with nearby vocational-technical schools should be sought where appropriate. The institution should also expand its lower level undergraduate academic offerings. Delivery systems which meet the needs of employed adults should be given a high priority. Research should be conducted in keeping with the role of a comprehensive community college, with lower level undergraduate instruction and public service being the primary role of the institution.

**Southern University-Shreveport**

Southern University-Shreveport (SU-S) is a two-year institution serving primarily a transfer function and offering a limited number of associate degree programs in the liberal arts and sciences, education, and business. Southern University-Shreveport should begin immediately to plan programs and services of the type appropriate to a comprehensive community college in order to contribute to the future economic development of the greater Shreveport area. The institution should plan to expand its one and two-year offerings in keeping with the manpower needs of the Shreveport area. Cooperation with the nearby vocational-technical school should be effected where possible. The institution should also expand its lower level undergraduate academic offerings. Research should be appropriate to the future role of the institution as a comprehensive community college, with lower level undergraduate instruction and public service receiving top priority.

**The Role of the Independent Sector of Higher Education**

Independent institutions of higher education in Louisiana have participated in the cultural, educational, and economic advancement of the State's citizens for more than a century. These institutions have provided the citizens of Louisiana sound education and a viable alternative to the public sector. The fact that important differences exist among students is one of the fundamental assumptions under which independent and public colleges and universities have coexisted. Differences exist in students' talents, goals, aspirations, interests, and needs. The ideal State system is one which provides a variety of meaningful options designed to accommodate individual differences.

Howard R. Bowen of the Claremont Graduate School has defended the survival and maintenance of an independent sector of higher education as follows:

> Private postsecondary education is an important—even indispensable—part of the American educational system. It adds diversity, it offers competition to an otherwise monolithic public system, it provides a center of academic freedom removed from political influence, it is deeply committed to liberal learning, it is concerned for human scale and individual difference, it sets standards, and it provides educational leadership. Not all private colleges achieve all of these results, but enough of them do achieve some of them to make survival of a private college sector a major goal in the public interest.[2]

Bowen envisions a serious threat to the higher education enterprise if the independent sector of higher education ceased to exist.

> The case for numerous and strong private colleges is, in my judgement, compelling, though it is not widely understood. The alternative would be higher education as a monolithic public enterprise. Such a system of higher education would be manned by absentee state boards and central state bureaucracies. They would be heavily influenced by Washington. They would be readily susceptible to politics, and they would often be manned by impersonality and uniformity. The role of the private sector is to provide diversity and leadership and in so doing to serve the public sector of higher education as well as society at large.[3]

As previously mentioned, the ideal State system of higher education is one which provides a variety of meaningful options designed to accommodate individual differences. Louisiana's independent institutions complement the public institutions in providing this option. Tulane is a comprehensive university with national recognition. Xavier University is a Catholic institution which has traditionally provided higher educational opportunities primarily for blacks and offers the only independent pharmacy program in Louisiana. Dillard University, also traditionally serving primarily a black constituency, is affiliated with both the United Church of Christ and the United Methodist Church and offers the only nursing program housed in an independent collegiate institution in Louisiana. Our Lady of Holy Cross College, St. Mary's Dominican College and Loyola University are Catholic institutions in the liberal arts tradition. Louisiana College is Baptist affiliated, and Centenary College is affiliated with the Methodist Church. Both of these colleges devote their primary attention to the undergraduate liberal arts.

No one would argue that diversity and heterogeneity are virtues so important as to allow inferior and inefficient institutions to survive. Low quality and inferior institutions have a way of producing their own demise. It is true that the independent colleges and universities in Louisiana are experiencing financial difficulties. Inflation, stabilized revenues, and a host of other factors have led to financial problems in all of higher education. Independent institutions of higher education in Louisiana are moving to insure a continued quest for excellence. Cooperative programs are being initiated, fund raising drives intensified, and self-assessments instituted. The Louisiana Association of Independent Colleges and Universities was established primarily to facilitate academic and other cooperation among its members and to represent them before the Board of Regents and other agencies of State and national government.

The State of Louisiana has continually recognized the importance of the contributions of independent higher education. For several years it has appropriated monies to educate students at the Tulane Medical School. In 1975, in an effort to assist independent institutions in performing their missions, the Louisiana Legislature enacted legislation which provides aid to independent colleges and universities. The amount of money appropriated to each institution is based on the number of Louisiana residents enrolled in academic programs. Both of these programs are administered by the Board of Regents. Louisiana College, as an institution of the Louisiana Baptist Convention

whose policies preclude receiving direct State aid, chose not to participate in the State aid program.

In addition to the diversity and multiple options that independent higher education affords the State of Louisiana, it also contributes to the economic well-being of the state. Louisiana's independent institutions of higher education have graduated over 90,000 students. Of the more than 140,000 living former students who have attended independent institutions in Louisiana, over 75,000 (54 percent) are currently Louisiana residents contributing to the well-being of the state. If Tulane University is excluded from this analysis, over 65 percent of living former students are Louisiana residents. (Information provided by the Louisiana Association of Independent Colleges and Universities.)

In 1975-76, independent colleges and universities employed approximately five thousand employees. The projected annual payroll for these employees approached $50,000,000. It is estimated that the independent institutions will directly contribute $500,000 in State sales taxes on current fund expenditures in addition to the income, sales, and other taxes paid by their employees. (Source: Computed from HEGIS Form No. 2300-3, *Employees in Institutions of Higher Education* 1976-77.) Independent institutions of higher education in Louisiana have a significant investment in physical plant assets. Collectively these institutions have a net investment of approximately $268,000,000 in land and buildings. (Information provided by the Louisiana Association of Independent Colleges and Universities.)

Total 1976 fall full-time enrollment in independent higher education institutions in Louisiana was 15,296. Of these students over 9,000, or 60 percent, were Louisiana residents. Table 21 displays full-time fall enrollment projections for individual institutions for the periods 1976-77 through 1979-80, 1984-85, and 1989-90. With the exception of Tulane and Centenary, Louisiana residents are expected to account for more than 65 percent of full-time enrollment in each institution of independent higher education. Even at the graduate level, with the exception of Tulane, Louisiana residents constitute a majority of the full-time enrollments.

**Table 21**

**Full-time Fall Enrollment Projections for Independent Institutions 1976-77, 1979-80, 1984-85, and 1989-90**

| | Actual | | | Estimated | | |
|---|---|---|---|---|---|---|
| | 1976-77 | Louisiana Resident Enrollment | Percent of Total | 1979-80 | 1934-85 | 1989-90 |
| Centenary | 719 | 303 | 42.1 | 716 | 604 | 583 |
| Dillard | 1,186 | 688 | 58.0 | 1,325 | 1,206 | 1,086 |
| Dominican | 436 | 301 | 69.0 | 489 | 448 | 424 |
| Holy Cross | 207 | 200 | 96.6 | 250 | 270 | 280 |
| Louisiana College | 876 | 807 | 92.1 | 1,038 | 968 | 880 |
| Loyola | 2,817 | 2,159 | 76.6 | 2,950 | 2,712 | 2,558 |
| Tulane | 7,437 | 3,493 | 46.9 | 8,014 | 7,151 | 6,239 |
| Xavier | 1,618 | 1,235 | 76.3 | 2,043 | 1,709 | 1,524 |
| Total | 15,296 | 9,186 | 60.0 | | | |

Source: Data submitted by Louisiana Association of Independent Colleges and Universities.

Students in independent colleges and universities contribute far more toward the cost of their education than do their counterparts in public institutions. If the private institutions were to close, and we should assume that either the State of Louisiana would absorb their operations or that the Louisiana residents enrolled in these institutions would pursue their education at existing public colleges and universities in Louisiana, an already burdened State budget would be further strained.

Independent higher education in Louisiana should not be perceived as being competitive with the public sector, but rather a healthy addition to and partner with public colleges and universities. In addition to offering a wider choice to the citizens of Louisiana, the independent sector also demonstrates internal diversity through their various affiliations and clienteles. Independent institutions should be perceived as independent primarily in terms of governance and sources of funding. As does the public sector, independent higher education in Louisiana serves the public interest.

### Institutional Cooperation

In addition to the unique role each institution plays in the State's system of higher education, there is a role which each institution must perform in concert with sister institutions, both public and private. Through cooperation, the individual institutions can be enhanced and the needs of the citizens can be better met. One common means in higher education of enhancing cooperation is through the implementation of consortia. In higher education, a consortium can be defined as a formal association of institutions which, through cooperation and sharing of resources of the institutions involved, can successfully provide educational opportunity and high quality programs that could not be provided by any single consortium member. Several areas provide quickly identifiable benefits which can be accrued through such cooperative efforts: (1) institutions which are located in proximity to each other can share resources to the benefit of all; (2) graduate level instruction can be provided in the Shreveport area through cooperation of institutions with sufficient existing resources to offer quality education in necessary fields of study; and (3) the doctoral review process has demonstrated the validity of interinstitutional cooperation for a variety of disciplines, including chemistry, economics, and education.

### The Role of Proximate Institutions

Public institutions of higher education which are located in proximity to each other serve the following areas: (1) northeast

Louisiana (Northeast Louisiana University, Louisiana Tech University, and Grambling State University); (2) northwest Louisiana (Louisiana State University-Shreveport and Southern University-Shreveport); (3) central Louisiana (Northwestern State University and Louisiana State University-Alexandria); (4) the Baton Rouge area (Southern University-Baton Rouge and Louisiana State University-Baton Rouge); and the New Orleans area (University of New Orleans, Southern University-New Orleans and Delgado Junior College). The Board of Regents acquired the services of three consultants to advise the Board on the most effective means of utilizing the combined resources of these institutions.

In order to insure effective and efficient use of State resources devoted to higher education, it is important that these institutions coordinate their planning. Unnecessary duplication must be avoided, and the State's needs for postsecondary education must be met.

*The Board of Regents recommends that a council of institutional representatives be established at an early date in each of the areas identified above with membership on the councils to be determined by the campus heads involved. The participation on the councils by independent institutions in the New Orleans, Alexandria-Pineville and Shreveport areas, as well as public institutions not identified above, will be invited by the Board of Regents. These regional councils will be charged with identification of potential areas of cooperation and coordination such as dual degree programs, faculty exchange, dual faculty appointments, cross registration of students, facilities sharing, library cooperation, etc. In addition, the Central Louisiana Regional Council should begin immediately to identify an efficient and effective means for the institutions associated through the Council to provide for the future collegiate educational needs and services in the Alexandria area where demand and justification exist. The Councils will report their activities, progress, and plans annually to the appropriate management boards and the Board of Regents. The details of operational procedures for each regional council will be determined by the membership of the council. The Board of Regents will call the first meeting of each council.*

*In addition to the establishment of regional councils to plan for the efficient use of resources, each public institution in Louisiana will develop institutional plans within its role, scope, and mission as defined herein.*

**The Role of Institutions Providing Graduate Education in the Shreveport Area**

Recognizing the need to plan for graduate level offerings in the Shreveport area, the Board of Regents acquired the services of two outside consultants to advise the Board on the best means of doing so.

At the present time, public graduate education is available in the Shreveport-Bossier area only by extension. It is anticipated that LSU-S will continue to grow and expand its capabilities and services. As a result, the eventual development of LSU-S as a resident graduate institution can be anticipated. *In order to assure the availability of quality graduate education to the citizens in this area, while, at the same time, making maximum use of existing resources, the Board of Regents recommends that a consortium be formed to provide graduate education in the Shreveport area. Louisiana State University-Shreveport, Northwestern State University, Louisiana Tech University, and Grambling State University will hold membership in the consortium, and Centenary College will be invited to hold membership also. Institutional representatives will be appointed by the chief administrator of each campus involved to form a committee to develop plans for implementation of the consortium. The planning committee will report annually to the appropriate management board and the Board of Regents. When the consortium's activities are fully implemented, no other public institution will provide graduate education in the area in competition with the consortium. The Board of Regents will call the first meeting of the consortium's planning committee. At a minimum, candidacy status, at the graduate level, with the Southern Association of Colleges and Schools will be required of all member institutions, and denial or loss of regional accreditation will result in loss of membership in the consortium. Students enrolled in graduate programs offered by public State institutions which are not members of the consortium will be allowed to complete their presently offered courses of study from those institutions.*

**The Consortium for Advanced Study in Education**

The Board of Regents' review of doctoral programs in education resulted in the establishment of the Consortium for Advanced Study in Education. Members of the consortium are Louisiana State University-Baton Rouge, Northwestern State University, and the University of New Orleans. After reviewing the first report of the consortium in June, 1977, the Board of Regents deferred consideration of the consortium's final report by out-of-state consultants until April, 1978. This deferral will allow the consortium to complete its assessment of statewide needs for doctoral programs in education, and the definition of needed programs based upon that assessment. Subsequent to reviewing the consultants' report, the Board of Regents will act to approve or disapprove both the consortium and the particular programs it proposes.

**The Role of Thirteenth and Fourteenth Grades**

In 1966, the Louisiana Legislature authorized the State Board of Education to establish a pilot program to utilize existing facilities in at least two high schools within the state for the purpose of offering accredited courses at the junior college level. In 1967 and 1968, the State Board of Education, acting under its authority, approved establishment of thirteenth and fourteenth year pilot programs in St. Bernard and Bossier Parishes. The St. Bernard Parish School Board and the Bossier Parish School Board, by resolution, designated the thirteenth and fourteenth grade programs in their parishes as the St. Bernard Parish Community College and the Bossier Parish Community College, respectively.

Act 523 of the 1976 Regular Session of the Louisiana Legislature recognized St. Bernard Parish Community College and Bossier Parish Community College as postsecondary institutions, authorizing them to award associate degrees and certificates. Both of these institutions, however, are under the jurisdiction of a parish school board and the State Board of Elementary and Secondary Education and receive funding through the Minimum Foundation Program which is specifically designed for primary and secondary schools.

The Constitution of 1974 empowers the Board of Regents "to approve, disapprove, or modify a proposed degree program, department of instruction, division, or similar subdivision." (*Constitution of the State of Louisiana, 1974:* Article VIII, Section 5, Paragraph D.) In Spring, 1977, St. Bernard Parish Community College approached the Board of Regents seeking approval for three associate degree programs. The Board of Regents identified major weaknesses in faculty, facilities, and library holdings with respect to accepted standards of college-level programs. The program proposals were disapproved on these bases.

There are four compelling reasons to reassess the thirteenth and fourteenth grades programs to determine if, indeed, these programs could serve a significant purpose in the higher education system. First, the two programs were authorized by the Legislature as pilot programs; these programs have never been evaluated. Second, although they are authorized as postsecondary institutions, the institutions are under the jurisdiction of

their respective parish school boards and the State Board of Elementary and Secondary Education, and are funded through the Minimum Foundation Program. Third, both institutions are located in proximity to State-supported degree-granting universities. Fourth, the Board of Regents has identified major weaknessess in the academic resources of these institutions. *For these reasons, the Board of Regents recommends that the Joint Legislative Committee on Education employ a team of outside experts to evaluate the feasibility of maintaining these two institutions as part of Louisiana's higher education system. The Board of Regents further recommends that if the Legislature determines, based on the evaluators' report, that these institutions are to be continued as part of the higher education system, immediate steps be taken to place the institutions under a higher education management board. If it is determined, based on the evaluators' report, that these institutions would not constitute a viable part of the higher education system, the Regents recommend that funding under the Minimum Foundation Program be withdrawn and all legislation pertaining to these institutions be repealed.*

---

[1]D. Kent Halstead, *Statewide Planning in Higher Education* (Washington: U. S. Government Printing Office, 1974), pp. 192-201.

[2]Howard R. Bowen, "Proposal for Periodic Survey to Monitor the Conditions of Private Higher Education," paper submitted to the Association of American Colleges, 24 May 1975, p. 1.

[3]Howard R. Bowen, "Does Private Education Have a Future?" *Liberal Education*, 57 (May 1971), p. 37.

---

## Chapter VII
## Academic Programs

Academic programs, designed to fulfill personal, vocational, and social needs, lie at the heart of the educational enterprise. Institutions measure their overall strength or weakness on the basis of their quality and effectiveness. Directly and indirectly, academic programs engage most of an institution's energies and resources. Academic programming is therefore the place where all dimensions of master planning naturally converge. Collectively, the academic programs extant during a given period reflect actual social goals and society's commitment to their fulfillment. Existing programs also define current institutional missions and set the stage for charting future ones. Projections of student enrollment suggest the clienteles which academic programs will serve. Projected Federal and State aid to education, in addition to anticipated revenue from tuition and private grants, largely form the financial parameters of how these clienteles will be served. Academic projections thus involve assessments and conjectures about diverse and evolving social trends and moods. At issue are the values, knowledge, and skills to be imparted, and whether the students taught will be able to adapt these throughout their productive lives. Meeting these challenges constitutes the central task of academic planners at all levels.

Listed below are seven assumptions pertaining to academic planning:

1. Academic planning is a multidimensional process; responsibilities are shared by faculties, administrators, governing boards, the Board of Regents, the Legislature, and the Governor.

2. The character of academic planning has altered impressively during the 1970's, due largely to projections for increasing fiscal austerity and for a decline in student enrollment. Planning for overall growth has been replaced by planning for stabilization and retrenchment. The planning, however, will take into account the opportunity to strengthen institutional programs by lowering student-teacher ratios where desirable, increasing opportunities for faculty participation in research and pedagogical improvement in techniques and increasing professional development by reduction of faculty teaching loads, particularly in those institutions where such opportunities have been limited.

3. State-level academic planning must give increasing attention to coordinating the full range of resources of postsecondary education, including both the public and independent spheres.

4. Although the focus must be on educational quality, academic planning in a period of fiscal austerity would be unrealistic unless related to considerations of economic efficiency.

5. There will be decreasing participation in higher education by the 18 to 24-year-old age group and increasing participation by older adults. (See Chapter IV.) Accordingly, there is a need to shift priorities from further expansion of traditional programs toward the development of a more diverse system with widely accessible programmatic options.

6. State-level academic planning focuses on programmatic availability, quality, and efficiency, not on the day-to-day operations of academic programs.

7. Continuing statewide programmatic reviews are a cutting edge of master planning, and public institutions may expect such reviews in the future to add specificity to or modify their defined missions.

### Review of New and Existing Programs

In addition to broad responsibilities pertaining to academic matters, the Constitution of 1974 delegated to the Board of Regents the following responsibilities in the area of programmatic review:

1. To revise or eliminate an existing degree program, department of instruction, division, or similar subdivision.

2. To approve, disapprove, or modify a proposed degree program, department of instruction, division or similar subdivision. (Article VIII, Section 5 (D).)

To fulfill these mandates, the Board has developed policies and procedures for the review of proposed new academic programs, proposed administrative revisions or eliminations, and existing academic programs. (See Board of Regents, *Policies and Procedures Manual.*)

Limited resources and competing demands have persuaded the Board of Regents to focus a sensitive eye on the function of programmatic review. The requirement that institutions submit a Letter of Intent at least three or twelve months in advance of submitting a proposed program (Policy 2.2) is an effort to coordinate academic planning continually at institutional and state levels. There is a further effort to synchronize the reviews of new and existing programs. All new programs approved for implementation are "conditionally approved;" each shall be re-evaluated after it has graduated one class (Policy 2.9). These reviews are meshed with the Board's continuing evaluations of academic programs at all levels. The doctoral reviews, begun in 1975, are scheduled for completion during the 1977-78 academic year. Reviews of programs on other levels have already begun. One meaning of these reviews is that, in the search for quality and effectiveness, programs will be terminated as well as developed.

The Board's attitude toward the review of proposed new academic programs, and by implication toward the review of existing programs, was expressed in the following resolution adopted in October, 1975:

> Whereas, Louisiana's institutions of higher education have experienced an uninterrupted period of programmatic growth; and
>
> Whereas, public funds are insufficient to maintain existing programs at levels of high quality; and
>
> Whereas, greater emphasis should be placed on the enrichment of existing programs; be it
>
> Resolved, that consideration of new doctoral programs will be deferred until the current review is completed; and further be it

Resolved, that proposals for new programs at other levels will not be approved unless both urgent need and high quality are convincingly demonstrated.

The following factors are considered in the review of proposed new academic programs and in reviews of existing academic programs:

a. The program must be within the role and scope of the institution.

b. The program must complement and strengthen existing programs at the institution.

c. The program must not be needlessly duplicative of those at other institutions of higher education.

d. Faculty resources, library resources, and physical facilities must be adequate to initiate and/or maintain a program of high quality.

e. Present and future manpower needs must be documented (where applicable).

f. The program must demonstrate the potential to meet standards of the appropriate professional or accrediting agency (where applicable).

g. Administration of the program must not be unduly cumbersome or costly.

h. Programs at all levels should fulfill requirements of the *Standards of the College Delegate Assembly*, the Southern Association of Colleges and Schools.

### Doctoral Programs

Including the two medical centers, nine institutions in the state offer doctoral degrees, seven in the public realm, and two in the independent sphere.

**Table 22**
Institutions Offering Doctoral Programs in Louisiana

| | LSU | Tulane | UNO | USL | Northwestern | Louisiana Tech | Northeast |
|---|---|---|---|---|---|---|---|
| Number | 61(7)* | 36(6)* | 6 | 6 | 4 | 2 | 1 |

*The number in parentheses indicates programs offered at the Medical Center.

A total of 129 doctoral programs are offered in Louisiana. Sixty-seven of these (51.9 percent) are clustered in four disciplinary areas: biological sciences, education, engineering, and the social sciences.

Distribution of the state's doctoral programs among public and independent institutions is illustrated in Table 23.

**Table 23**
Doctoral Programs Offered in Louisiana *

| HEGIS Category | Number of Programs | | | Number of Institutions | | |
|---|---|---|---|---|---|---|
| | Public | Indep. | Total | Public | Indep. | Total |
| Agri. and Natural Resources | 8 | 0 | 8 | 1 | 0 | 1 |
| Arch. and Environ. Design | - | - | - | - | - | - |
| Area Studies | 1 | 0 | 1 | 1 | 0 | 1 |
| Biological Sciences | 16 | 10 | 26 | 3 | 1 | 4 |
| Business and Management | 4 | 2 | 6 | 3 | 1 | 4 |
| Communications | 1 | 0 | 1 | 1 | - | 1 |
| Computer and Infor. Sciences | 1 | 0 | 1 | 1 | - | 1 |
| Education | 18 | 0 | 18 | 3 | - | 3 |
| Engineering | 7 | 6 | 13 | 2 | 1 | 3 |
| Fine and Applied Arts | 4 | 1 | 5 | 1 | 1 | 2 |
| Foreign Languages | 4 | 4 | 8 | 1 | 1 | 2 |
| Health Professions | 1 | 5 | 6 | 1 | 1 | 2 |
| Home Economics | - | - | - | - | - | - |
| Law | - | - | - | - | - | - |
| Letters | 4 | 2 | 6 | 2 | 1 | 3 |
| Library Science | - | - | - | - | - | - |
| Mathematics | 2 | 1 | 3 | 2 | 1 | 3 |
| Military Science | - | - | - | - | - | - |
| Physical Sciences | 5 | 4 | 9 | 2 | 1 | 3 |
| Psychology | 6 | 1 | 7 | 1 | 1 | 2 |
| Public Affairs and Services | 0 | 1 | 1 | 0 | 1 | 1 |
| Social Sciences | 6 | 4 | 10 | 2 | 1 | 3 |
| Interdisciplinary Studies | - | - | - | - | - | - |
| Totals | 88 | 41 | 129 | | | |

The source for this and related tables is the Board of Regents' updated *Inventory of Curricula and Terminal Programs*, 1974
*This table tabulates doctoral programs, not professional doctorates.

Several observations are appropriate:

1. Louisiana State University-Baton Rouge offers 47.3 percent (61) of all the doctoral programs in Louisiana. As the state's oldest land grant institution, LSU offers all of the state's doctoral programs in agriculture and natural resources, and also the only programs in area studies and communications.

2. Tulane University offers 32.6 percent of the doctoral programs in Louisiana, and the only program in the public affairs and services category.

3. The University of Southwestern Louisiana offers the state's only doctoral program in computer science.

4. Northeast Louisiana University offers the state's only doctoral program in pharmacy.

5. 15.5 percent (20) of the state's doctoral programs are offered away from Tulane, LSU, and their medical schools.

6. Due largely to the needs of LSU, Tulane, and their medical schools, there are more doctoral programs offered in the biological sciences (26) than in any other field.

7. Excluding the two medical centers, there are more doctoral programs offered in education than in any other discipline.

While the disciplinary spread of doctoral degrees granted for the two academic years, 1972-73 and 1975-76 does not represent a significant index of prevailing trends, the data are nevertheless worth noting. Public institutions granted a total of 229 doctoral degrees during 1972-73, and 204 during 1975-76. There were seven fields in which the total number of doctoral degrees granted declined: foreign languages, 12 to 1 (-91.7 percent); psychology, 13 to 3 (-76.9 percent); mathematics, 16 to 5 (-68.8 percent); social sciences, 25 to 9 (-64.0 percent); engineering, 14 to 8 (-42.9 percent); letters, 21 to 15 (-28.6 percent); and physical science, 27 to 22 (-18.5 percent).

In six disciplines, on the other hand, there were increases in the total number of doctoral degrees conferred by public institutions when the academic years 1972-73 and 1975-76 are contrasted: business and management, 10 to 27 (+ 170 percent); health professions, 0 to 1 (professional doctorates are excluded from this tabulation); agriculture and natural resources, 18 to 28 (+ 55.6 percent); fine and applied arts, 4 to 6 (+ 50.0 percent); biological sciences, 19 to 27 (+ 42.1 percent); and education, 45 to 47 (+ 4.44 percent). In two disciplines, the production of doctoral degrees remained stable: area studies, 1 to 1; and computer and information sciences, 4 to 4.

These changes do not reflect the nationwide demand for Ph.D.'s in each instance. The production of education doctorates remains high, for example, although nationwide overproduction is greater in this field than any other. Demand, on the other hand, is greater than the supply for the disciplines of psychology, the health sciences, computer science, and accounting.

Although the moratorium on doctoral programs continues, new doctoral directions in which institutions and their management boards would like to move are indicated by letters of intent which have been filed singularly for doctoral programs in the following areas: social welfare, environmental health science, home economics, mathematics, student personnel services, and veterinary medicine.

Doctoral education is particularly distinguished by the mutually supportive roles which instruction and research play. Viable programs advance the frontiers of knowledge while preparing new Ph.D.'s to maintain this tradition of scholarship. The extent to which the faculty succeeds in creating new knowledge for the future is the essential measure of the quality of a doctoral program. With adequate institutional support, a faculty of high quality is the chief guardian of a program's overall quality. Control of the students who enter, the checkpoints of quality along the way, and the students who exit from the program is centered in the hands of the faculty. The continuing research emanating from doctoral programs satisfies social needs while enhancing the faculty member's value to the university by extending his/her knowledge and skills. This value added is extended to many other institutions as Ph.D. students pursue their careers.

While it is difficult to isolate the costs of doctoral education from related programs on the masters and undergraduate levels, it is generally recognized that doctoral education is substantially more expensive, contributing in a major way to the financial stresses being experienced in higher education. These stresses have been intensified by an abrupt plunge in long established Federal aid for graduate education, and doctoral education in particular. At the same time, there is weighty evidence that the State's current funding for doctoral education falls short of its real cost. This underfunding occurs at a time when it is generally conceded that for the near future resources are unlikely to grow as fast as inflationary trends, and may well decrease on a unit-student basis. The Board of Regents has concluded, therefore, that "all doctoral programs to be maintained should meet, or show clear potential for meeting, standards of both high quality and demonstrated need."

Reviews have now been completed for ten of the disciplines in which doctoral programs are duplicated. These include business administration, chemistry, economics, education, English, health and physical recreation education, history, mathematics, microbiology, and physics. Of the sixty-one programs offered in these ten disciplines by public institutions, the Board of Regents acted to maintain forty-three and terminate eighteen. Seven programs maintained were commended for excellence: chemistry, history, physics, and mathematics at LSU; and economics, history, and mathematics at Tulane.

There is no substitute for continuing in-depth assessments of doctoral programs (and programs on all levels) by faculties, administrators, and governing boards. Documentation is persuasive that significantly decreased opportunities for employment will continue to exist in particular doctoral markets, most notably in academia. Close monitoring is needed to relate evolving relationships between the education and training of students, and the focus of doctoral programs, to developing societal needs. Institutions should further reassess their priorities in light of altering Federal and State commitments to the funding of graduate education. Notably, institutions must maintain planning flexibility in the face of forces now promoting stability among faculties. (See Chapter IX.) The absence of young scientists and engineers on college faculties, for example, could be a serious threat to the quality of scientific research.

**First Professional Programs**

Basic degrees leading to licensure in such fields as medicine, dentistry, veterinary medicine, and law are usually termed "first professional." There are nine first professional programs in Louisiana, distributed among six institutions, four public and two private. Due to the far-ranging and expensive resources required, these programs, as illustrated in Table 24, are highly restrictive in their institutional locations.

**Table 24**
First Professional Programs Offered in Louisiana

| | LSU Medical Center (New Orleans) | LSU Medical Center (Shreveport) | LSU Baton Rouge | Southern Baton Rouge | Tulane | Loyola |
|---|---|---|---|---|---|---|
| Dentistry | X | | | | | |
| Medicine | X | X | | | X | |
| Veterinary Medicine | | | X | | | |
| Law | | | X | X | X | X |

There were significant increases in first professional degrees conferred by public institutions in Louisiana from the 1972-73 to the 1975-76 academic years. In the health professions, a combined total of 192 professional doctorates were granted during 1972-73, and 241 during 1975-76 (+ 25.5 percent). Increases in this area will become more substantial as growth continues in the LSU School of Veterinary Medicine, which admitted its first students during the 1973-74 academic year. In law, a total of 234 professional degrees was granted during 1972-73 and 311 during 1975-76 (+ 32.9 percent). The increase in first professional degrees conferred, as compared with the mixture of decreases and increases for Ph.D. degrees, reflects the continuing high demands by students for professional training. In the health professions, this demand clearly corresponds to nationwide and statewide needs. In law, the supply overall exceeds the demand, although in Louisiana there is a serious shortage of black lawyers. (See "The Supply and Demand of Lawyers in Louisiana: Past, Present, and Future Trends," Louisiana Board of Regents, 1976; and also Peter Hay and Charles Meyers, "Report to the Louisiana State Board of Regents on Legal Education in the State of Louisiana," June, 1977.)

### Masters and Specialist Programs

Sixteen institutions in the state offer masters programs, eleven in the public realm and five in the independent sphere. Eight of the public institutions also offer specialist programs. A total of 599 masters programs and 49 specialist programs are offered in the state. The majority of masters programs (52.2 percent) are offered in three disciplinary areas: education, engineering, and biological sciences. All 49 specialist programs are offered in education.

Distribution of the state's masters and specialist programs is illustrated in Table 25.

**Table 25**
Masters and Specialist Programs Offered in Louisiana

| | Number of Programs | | | Number of Institutions | | |
|---|---|---|---|---|---|---|
| **HEGIS Category** | **Public** | **Indep.** | **Total** | **Public** | **Indep.** | **Total** |
| Agri. and Natural Resources | 13 | 0 | 13 | 1 | 0 | 1 |
| Arch. and Environ. Design | 2 | 1 | 3 | 2 | 1 | 3 |
| Area Studies | 2 | 1 | 3 | 1 | 1 | 2 |
| Biological Sciences | 32 | 9 | 41 | 11 | 2 | 13 |
| Business and Management | 23 | 3 | 26 | 9 | 2 | 11 |
| Communications | 4 | 0 | 4 | 3 | 0 | 3 |
| Computer and Infor. Sciences | 4 | 0 | 4 | 2 | 0 | 2 |
| Education | 204 (49)* | 32 | 236 (49)* | 11(8)* | 4 | 15 (8)* |
| Engineering | 30 | 6 | 36 | 6 | 1 | 7 |
| Fine and Applied Arts | 20 | 7 | 27 | 8 | 2 | 10 |
| Foreign Languages | 9 | 6 | 15 | 3 | 1 | 4 |
| Health Professions | 6 | 25 | 31 | 4 | 1 | 5 |
| Home Economics | 5 | 0 | 5 | 4 | 0 | 4 |
| Law | 2 | 2 | 4 | 1 | 1 | 2 |
| Letters | 20 | 1 | 21 | 8 | 1 | 9 |
| Library Science | 1 | 0 | 1 | 1 | 0 | 1 |
| Mathematics | 16 | 3 | 19 | 10 | 1 | 11 |
| Military Sciences | - | - | - | - | - | - |
| Physical Sciences | 27 | 3 | 30 | 8 | 1 | 9 |
| Psychology | 12 | 1 | 13 | 5 | 1 | 6 |
| Public Affairs and Services | 20 | 1 | 21 | 6 | 1 | 7 |
| Social Sciences | 32 | 6 | 38 | 10 | 1 | 11 |
| Theology | 0 | 5 | 5 | 0 | 1 | 1 |
| Interdisciplinary Studies | 3 | 0 | 3 | 3 | 0 | 3 |
| Total | 487 (49)* | 112 | 599 (49)* | | | |

*Figures in parentheses are for specialist programs.

Masters programs are distributed widely among public institutions in Louisiana. With the exception of LSU-S and SUNO, all thirteen of the public four-year institutions in the state offer masters programs. In two disciplines, education and the biological sciences, eleven of the public institutions offer masters programs, while ten programs are offered in mathematics and the social sciences, respectively. There are nine masters programs in business and management, and eight each in the fields of fine and applied arts, letters, and the physical sciences. Nevertheless, the greatest concentrations of masters programs remain in the institutions with comprehensive offerings of doctoral and professional programs. Among public institutions, LSU-Baton Rouge and the LSU Medical Center offer almost four-fifths of the doctoral and professional programs and approximately one-fourth of the masters programs. Among independent institutions, Tulane offers all of the doctoral programs (forty-two) and 76.3 percent of the masters programs. The reasons are obvious. LSU and Tulane, including their medical centers, have historically assumed the principal responsibility for providing graduate and professional education in the state.

Recent changes in enrollment in masters programs may be noted by the number of degrees granted during the 1972-73 and 1975-76 academic years in the state's public institutions. For the following disciplines there was an overall decline in the total number of degrees granted: mathematics, 96 to 35 (-63.5 percent); foreign languages, 22 to 9 (-59.1 percent); area studies, 7 to 3 (-57.1 percent); communications, 16 to 11 (-31.2 percent); engineering, 108 to 82 (-24.1 percent); library science, 120 to 92 (-23.3 percent); computer and information sciences, 18 to 14 (-22.2 percent); architecture and environmental design, 5 to 4 (-20.0 percent); physical science, 59 to 50 (-15.2 percent); and letters, 125 to 118 (-5.6 percent).

For a variety of fields there was an overall increase in degrees granted for these same two academic years: interdisciplinary studies, 8 to 44 (+ 450 percent); health professions, 4 to 78 (+ 1,850 percent); psychology, 49 to 82 (+ 67.4 percent); agriculture and natural resources, 49 to 62 (+ 26.5 percent); public affairs and services, 91 to 115 (+ 26.4 percent); biological sciences, 103 to 129 (+ 25.2 percent); social sciences, 110 to 129 (+ 17.3 percent); fine and applied arts, 75 to 86 (+ 14.7 percent); home economics, 22 to 25 (+ 13.6 percent); education, 1,916 to 2,137 (+ 11.5 percent); business and management, 251 to 262 (+ 4.38 percent).

Generalizations for a discipline are not necessarily valid for each subdiscipline. Nevertheless, it is significant to note that the largest number of masters degrees conferred by public institutions during 1975-76 were in the disciplines noted above as having the most masters programs: education, the social sciences, and biological sciences. The largest percentage increases were in interdisciplinary studies, the health professions, and psychology. The largest percentage decreases were in mathematics, foreign languages, and area studies.

New directions at the masters level which institutions and their governing boards expect to take may be illustrated by the letters of intent which have been filed for the following programs: education (five); health sciences (two); interior design (one); architecture (one); and computer science (one).

The reveiw of programs at the masters level has already begun. When completed, the doctoral reviews will have evaluated over a hundred doctoral programs which also provide masters degrees. Twenty-four masters programs are included among the previously approved programs scheduled for reevaluation. To insure the continuous assessment of the quality of masters-level education, and of its responsiveness to changing needs, institutions offering masters programs are urged to begin internal self-reviews based on the Regents' *Format for the Review of Existing Programs*. These self-reviews will assist in internal planning and help prepare departments for external reviews.

**Baccalaureate Programs**

In baccalaureate education during the 1960's there was a considerable upsurge nationally of students in fields related to human services, with a lesser emphasis on business-related fields. Thus, enrollments in programs to train teachers rose rapidly, with significant increases also for sociology, psychology, and social work. Increases were not as substantial for the fields of business administration and agriculture. During the 1970's, by contrast, there has been a noticeable revival in those programs more closely related to vocational opportunities, with a corresponding decline of enrollment in some fields of the liberal arts.

There is a predictable richness and variety of programs offered at the baccalaureate level. To a considerable degree this diversity reflects the State's commitment to provide universal public education and the corollary commitment to train teachers for the public schools. This variety also reflects the absence of effective state-level differentiation among four-year colleges in the past. The range of baccalaureate programs offered in Louisiana is listed in Table 26.

**Table 26**

Baccalaureate Programs Offered in Louisiana

| | Number of Programs | | | Number of Institutions | | |
|---|---|---|---|---|---|---|
| **HEGIS Category** | **Public** | **Indep.** | **Total** | **Public** | **Indep.** | **Total** |
| Agri. and Natural Resources | 64 | 0 | 64 | 9 | 0 | 9 |
| Arch. and Environ. Design | 11 | 1 | 12 | 5 | 1 | 5 |
| Area Studies | 6 | 0 | 6 | 4 | 0 | 4 |
| Biological Sciences | 51 | 10 | 61 | 13 | 6 | 19 |
| Business and Management | 108 | 25 | 133 | 13 | 5 | 18 |
| Communications | 16 | 4 | 20 | 10 | 2 | 12 |
| Computer and Infor. Sci. | 12 | 1 | 13 | 8 | 1 | 9 |
| Education | 305 | 66 | 371 | 13 | 6 | 19 |
| Engineering | 63 | 1 | 64 | 10 | 1 | 11 |
| Fine and Applied Arts | 87 | 32 | 119 | 13 | 6 | 19 |
| Foreign Languages | 36 | 10 | 46 | 13 | 6 | 19 |
| Health Professions | 39 | 9 | 48 | 12 | 5 | 17 |
| Home Economics | 38 | 2 | 40 | 10 | 1 | 11 |
| Letters | 30 | 20 | 50 | 13 | 7 | 20 |

Table 26 (Continued)

| | Number of Programs | | | Number of Institutions | | |
|---|---|---|---|---|---|---|
| | Public | Indep. | Total | Public | Indep. | Total |
| Library Science | 2 | 0 | 2 | 2 | | 2 |
| Mathematics | 17 | 10 | 27 | 13 | 6 | 19 |
| Physical Sciences | 50 | 17 | 67 | 13 | 6 | 19 |
| Psychology | 16 | 8 | 24 | 12 | 7 | 19 |
| Public Affairs and Services | 24 | 8 | 32 | 10 | 4 | 14 |
| Social Sciences | 73 | 24 | 97 | 13 | 7 | 20 |
| Theology | 0 | 5 | 5 | 0 | 2 | 2 |
| Interdisciplinary Studies | 32 | 12 | 44 | 11 | 3 | 14 |
| Business and Comm. Tech. | 2 | 0 | 2 | 2 | 0 | 2 |
| Health Serv. and Para. Tech. | 1 | 1 | 2 | 1 | 1 | 2 |
| Mech. and Engineering Tech. | 4 | 0 | 4 | 1 | 0 | 1 |
| Total | 1,087 | 266 | 1,353 | | | |

A total of 1,087 baccalaureate programs is offered at public institutions. The highest numbers of programs are clustered in the disciplines of education (305), business and management (108), fine and applied arts (87), and the social sciences (73). Collectively, programs in these areas constitute 52.7 percent of the total. The wide distribution of similar types of baccalaureate programs at public institutions is striking. All of the state's thirteen four-year public institutions have baccalaureate programs in the disciplines of education, the biological sciences, business and management, fine and applied arts, foreign languages, letters, the physical sciences, the social sciences, and interdisciplinary studies. Twelve public institutions offer baccalaureate degrees in the health professions and psychology; eleven in interdisciplinary studies; ten in communications, engineering, home economics, and public affairs and services; nine in agriculture and natural resources; and eight in computer and information sciences.

The contrast of baccalaureates granted in various disciplines during the academic years 1972-73 and 1975-76 by public institutions in the state illustrates the most recent changes. For a variety of fields there were declines in the total number of degrees conferred: mathematics, 277 to 98 (-64.6 percent); area studies, 8 to 3 (-62.5 percent); library science, 36 to 21 (-41.7 percent); letters, 562 to 377 (-32.9 percent); social sciences, 1,379 to 1,001 (-27.4 percent); foreign languages, 140 to 107 (-23.6 percent); physical science, 199 to 169 (-15.1 percent); computer and information sciences, 169 to 159 (-5.92 percent); engineering, 823 to 792 (-3.77 percent); and education, 3,419 to 3,407 (-.35 percent).

Notable increases in degrees granted occurred in the following fields: interdisciplinary studies, 490 to 850 (+ 73.5 percent); architecture and environmental design, 127 to 219 (+ 72.4 percent); health professions, 659 to 1,103 (+ 67.4 percent); pre-law, 29 to 37 (+ 27.6 percent); communications, 158 to 194 (+ 22.8 percent); fine and applied arts, 280 to 340 (+ 21.4 percent); biological sciences, 443 to 537 (+ 21.2 percent); home economics, 236 to 285 (+ 20.8 percent); agriculture and natural resources, 410 to 490 (+ 19.5 percent); and psychology, 296 to 336 (+ 13.5 percent). Business administration stabilized at a high level: 2,385 to 2,480 (+ 3.98 percent).

Overall, programs to train teachers continue to attract the largest number of undergraduates, with business and management ranking second and the social sciences third. The largest percentage increases were in interdisciplinary studies and architecture and environmental design. The largest percentage declines were in mathematics and area studies. The generalization for a broad discipline will not be valid, of course, for each subspecialty within the discipline.

Baccalaureate programs being planned for the future by institutions and their governing boards are reflected in part by the following ten letters of intent which have been received: social sciences (two); allied health (two); computer science (one); Latin American studies (two); engineering (one); criminal justice (one); and education (one).

The most significant philosophical battle at the baccalaureate level is being waged over trends toward "careerism" versus the historical emphasis on "liberal arts," or the general education component of the curriculum. While the freedom of students to choose vocational and career-oriented curricula is recognized as fundamental, each program should also nurture the development of student discipline and character, and the preparation of students to live in a complex and changing world. Programs need to promote within students the capabilities of forming independent judgments and weighing values, in addition to amassing facts and mastering skills. The issue is not new. As early as 1929, Alfred North Whitehead, in *The Aims of Education*, argued against the assumed distinctions:

> The antithesis between a technical and a liberal education is fallacious. There can be no adequate technical education which is not liberal, and no liberal education which is not technical.

### Associate and Certificate Programs

Associate and certificate programs are designed primarily to prepare students for entry into specific occupations, to upgrade the skills of current employees, and to prepare students for further academic pursuits. Most programs at these levels are structured to provide the knowledge and skills required for immediate employment, primarily in technical jobs. Increasing social complexity has produced a need for cadres of technicians, with specialized and practical skills, to assist professionals in their work. The work of these technicians releases the time of professionals for the more complex procedures requiring higher levels of sophisticated training. Hospitals illustrate the use of technicians through their employment of medical transcribers, X-ray technicians, inhalation therapists, and others.

Sixteen public and three independent institutions of higher education offer programs at the associate level, with five public and one independent institution also offering certificate programs. Public institutions offer 212 associate and 24 certificate programs; while independent institutions offer 11 associate and 2 certificate programs.

Distribution of these programs among the various disciplines is illustrated in Table 27.

**Table 27**
Associate and Certificate Programs Offered in Louisiana

| HEGIS Category | Number of Programs | | | Number of Institutions | | |
|---|---|---|---|---|---|---|
| | Public | Indep. | Total | Public | Indep. | Total |
| Agri. and Natural Resources | (1)* | 0 | (1)* | (1)* | 0 | (1)* |
| Arch. and Environ. Design | 1 | 0 | 1 | 1 | 0 | 1 |
| Biological Sciences | 1 | 0 | 1 | 1 | 0 | 1 |
| Business and Management | 7 (1)* | 2 | 9 (1)* | 2 (1)* | 1 | 3 (1)* |
| Computer and Infor. Sciences | 1 | 0 | 1 | 1 | 0 | 1 |
| Education | 2 (2)* | 0 | 2 (2)* | 1 (1)* | 0 | 1(1)* |
| Engineering | 2 | 0 | 2 | 1 | 0 | 1 |
| Fine and Applied Arts | 6 | 0 | 6 | 2 | 0 | 2 |
| Foreign Languages | 2 | 0 | 2 | 1 | 0 | 1 |
| Health Professions | - | - | 2 | - | - | - |
| Home Economics | - | - | - | - | - | - |
| Law | - | - | - | - | - | - |
| Letters | 1 | 0 | 1 | 1 | 0 | 1 |
| Library Science | 1 | 0 | 1 | 1 | 0 | 1 |
| Mathematics | 1 | 0 | 1 | 1 | 0 | 1 |
| Military Sciences | - | - | - | - | - | - |
| Physical Sciences | 3 | 0 | 3 | 2 | 0 | 2 |
| Psychology | 1 | 0 | 1 | 1 | 0 | 1 |
| Public Affairs and Serv. | 1 | 0 | 1 | 1 | 0 | 1 |
| Social Sciences | 4 | 1 | 5 | 1 | 1 | 2 |
| Interdisciplinary Stu. | 6 | 0 | 6 | 5 | 0 | 5 |
| Bus. and Comm. Tech. | 47 (5)* | 4 (2)* | 51 (7)* | 14 (4)* | 2 (1)* | 16 (5)* |
| Data Proc. Tech. | 5 (1)* | 0 | 5 (1)* | 4 (1)* | 0 | 4 (1)* |
| Health Serv. and Para. Tech. | 20 (4)* | 1 | 21 (4)* | 10 (2)* | 1 | 11 (2)* |
| Mech. and Engr. Tech. | 60 (3)* | 0 | 60 (3)* | 10 (1)* | 0 | 10 (1)* |
| Nat. Science Tech. | 22 (4)* | 0 | 22 (4)* | 6 (2)* | 0 | 6 (2)* |
| Public Serv. Rel. Tech. | 16 (3)* | 3 | 19 (3)* | 12 (3)* | 3 | 15 (3)* |
| Arts and Sci. or Gen. Prog. | 2 | - | 2 | 2 | - | 2 |
| Totals | 212 (24)* | 11 (2)* | 223 (26)* | | | |

*Figures in parentheses are for certificate programs.

The 212 associate programs at public institutions are concentrated in the disciplines of mechanical and engineering technologies (60), business and commerce technologies (47), natural science technologies (22), and health services and paramedical technologies (20). Collectively, these programs account for 70.3 percent of the total.

Nationwide, the most rapidly developing sectors of postsecondary education are programs at the associate and certificate levels. These programs are being established to meet the needs of populations traditionally underserved by higher education: students who are more vocationally than academically oriented, and employees in various occupations who wish to pursue part-time study. In many states this need is fulfilled by a system of comprehensive community colleges. The system of higher education in Louisiana, however, has not evolved in this manner, and the resources required to provide a comprehensive system of community colleges are not likely to be made available during the foreseeable future. Delgado Junior College is the only comprehensive community college in the state, offering one-third of all associate and over one-half of all certificate programs. The state has completed most of a projected fifty regional vocational-technical schools which offer programs of instruction beyond high school. While these institutions offer programs that provide a variety of postsecondary certificates, they do not award degrees or academic credit of any type.

Senior universities have moved into this partial vacuum by offering associate and certificate programs in selected areas. Recent patterns of growth, however, suggest that two-year and senior public institutions of higher education in Louisiana need to reassess whether they are meeting existing needs. In the six principal disciplinary areas for programs at the associate level (see Table 27), increases in the number of graduates from the 1972-73 to the 1975-76 academic years were relatively large: natural science technology, 8 to 60 (+ 650 percent); public service technology, 35 to 196 (+ 460 percent); health services/paramedical technology, 122 to 536 (+ 339 percent); arts and sciences, 28 to 83 (+ 196 percent); business and commerce technology, 118 to 280 (+ 137 percent). Needs at this level represent a frontier which institutions of higher education in Louisiana must conquer. The most appropriate solution is for the two-year institutions which have not developed a variety of occupational programs to meet the manpower needs of their areas to plan immediately to do so.

Louisiana State University in Alexandria, Louisiana State University in Eunice, and Southern University in Shreveport, the public institutions in this category, are not unaware of this fertile field. Of the twenty-three letters of intent filed for associate programs, twenty-one have been filed by these three institutions.

### Statewide Disciplinary Perspectives

The Board of Regents' on-going assessments of programs by levels in various disciplines are a keystone to its efforts. These are the most effective instruments for measuring with particularity the degree to which the State's broad educational goals are being met. As the review process continues, subsections in future revisions of the master plan will focus on selected disciplines

characterized by unique problems and/or opportunities. The fields of education and the health professions, discussed below, are the initial disciplines so chosen. The Board of Regents has focused special attention on both of these areas. The discipline of education was examined in a Commissioner's Conference on Manpower Needs, and was also the field in which the largest number of doctoral programs were reviewed. Selected programs in the health professions are the subject of a major study currently in progress.

**Education**

Academic programs in education are widely distributed throughout the state. Bachelor's programs are offered by all thirteen of the state's public four-year institutions, and in all of the state's eight independent four-year institutions. Masters programs are available in eleven public and four independent institutions. Eight public institutions offer all of the state's educational specialist programs. Three institutions, all public, offer doctoral programs in education.

As demonstrated by the numbers of degrees conferred, the discipline of education statewide engages a higher proportion of teachers, students, and programs than any other. Public institutions of higher education, for example, conferred at all levels a total of 5,380 degrees in education during the 1972-73 academic year, a figure constituting 31.3 percent of the total degrees they conferred (17,165). The second highest total for the same year, 2,641 degrees constituting 15.4 percent of the total, was in the discipline of business and management. During the 1975-76 academic year, the disciplines of education and business and management maintained their first and second place rankings. Public institutions conferred 5,591 degrees in education at all levels, representing 28.8 percent of the total (19,378); while the 2,769 degrees granted in business and management constituted 14.3 percent of the aggregate.

Education thus remains by far the discipline which annually confers the highest number of academic degrees at all levels. It should be further noted that significant numbers of graduates who become teachers are not included in totals given for degrees conferred in education. Degrees for students being certified in secondary education are tallied by institutions in their subject-matter specialty, not in education. The extensive and intensive involvement of colleges and universities in the preparation of teachers is widely recognized as a required commitment of higher education to the educational advancement of the state.

There is widespread recognition, however, that the market for new teachers is rapidly contracting. In Louisiana, throughout the South, and nationwide, continued high production of graduates combined with the stabilizing and declining population of elementary and secondary students has led to significant current and projected surpluses of teachers. (See "The Market for Teachers in Louisiana," Louisiana Board of Regents, 1975.) The Board of Regents has addressed this question at the doctoral level. Considerations involving both quality and the supply-demand imbalance persuaded the Board of Regents in November, 1976, to reduce the number of institutions granting doctoral degrees in education from five to three: LSU-BR, UNO, and Northwestern. These three institutions were combined into a statewide consortium. Additional changes may be anticipated as masters, specialist, and baccalaureate programs in education are reviewed.

Publicity given to the surplus of teachers should not obscure the fact that there are shortages of adequately trained teachers in a variety of specialties. A need is especially apparent, for example, to train teachers of exceptional children. Members of the teaching profession, furthermore, have continuing needs for advanced study at the graduate level. State policy recognizes and encourages this need by scaling salaries according to advances in the level of certification. An impact of the changing situation in the market is reflected by the fact that, while there was a decrease in bachelor's degrees granted from 1972-73 to 1975-76 (3,419 to 3,407), there was an increase at the masters level during the same years (1,916 to 2,137). Institutions obviously have the continuing obligation to prepare qualified personnel in areas where continuing needs exist.

**Health Professions**

The most dramatic rise in enrollments and degrees conferred in recent years has been in the health professions, with impressive increases at all levels except the doctorate. (Figures which follow refer to Ph.D degrees. First professional doctorates are treated earlier in this chapter.) A summary by level of degrees conferred in the health professions at public institutions of higher education during the 1972-73 and 1975-76 academic years indicates prevailing trends: associate, 122 to 536 (+ 339 percent); bachelor's, 659 to 1,101 (+ 67.1 percent); masters, 4 to 78 (+ 1,850 percent); and doctorate, 0 to 1.

This rapid growth has embraced programs on all academic levels at public and independent institutions, in addition to programs at medical centers and hospitals. As evidenced by increasing numbers of graduates, the need and student demand remain high. Yet, sizes of current and future demands for trained personnel in specific subfields remain unclear. At the same time the resources needed to operate programs in the health professions, including adequate numbers of trained faculty, are frequently in short supply. There is thus a need to assess the adequacy of present programs in the health professions in light of anticipated needs of the state during the upcoming decade.

Significant effort in this direction is now underway. A $150,000 grant for conducting a one-year study of the state's educational and manpower needs in nursing and ten allied health fields has been awarded the Louisiana Board of Regents by the Labor Department under the Comprehensive Employment and Training Act (CETA). The primary goal of the project is to formulate a plan for structuring and allocating the state's educational programs and resources to meet the manpower needs in nursing and the following ten allied health fields: respiratory therapy, hospital administration, medical technology, dietetics, radiologic technology, cytotechnology, physical therapy, occupational therapy, medical records administration and dental hygiene. This report will be completed during the 1977-78 academic year.

**Results of Past Programmatic Reviews**

From 1969-70 to 1976-77, the Coordinating Council and the Board of Regents approved 241 academic programs for implementation by the public institutions of higher education in Louisiana. Ninety-six (39.8 percent) of these were associate programs; 84 (34.8 percent) were bachelors; 35 (14.5 percent) were masters; 1 (0.41 percent) was an educational specialist; and 15 (6.22 percent) were doctorates.

Of the 96 associate programs approved, the largest number were in health services and paramedical technologies: 17 (17.7 percent). Second highest at 16 (16.7 percent) were programs in business and commerce technologies. At the baccalaureate level the most programs approved, 17 (20.2 percent), were in education. Second highest at 13 (15.5 percent) were programs in the health professions. The highest numbers of programs approved at the masters level were clustered in the following seven areas: public affairs and services, 5 (14.3 percent); education, 5 (14.3 percent); social sciences, 4 (11.4 percent); engineering, 3 (8.57 percent); fine and applied arts, 3 (8.57 percent); and the biological sciences, 3 (8.57 percent). At the doctoral level, 8 of the 15 programs approved (53.3 percent) were in education. (See Appendix A, Table 10.)

Based on prevailing assessments of need and manpower demands, academic planners at all levels have been wise in their focus on developing new programs at the associate level, particularly in the health services and business and commerce categories. The failure to establish substantial numbers of new programs in foreign languages, letters, and mathematics has also reflected accurate interpretations of the need and demand in these fields. Visions of academic planners have been blurred, however, in continuing the development of new baccalaureate programs in education, an area of declining demand.

The function of reviewing proposed new programs has been a responsibility of the Coordinating Council and now the Board of Regents since 1969. Only recently, however, has the Board of Regents begun taking action in regard to existing programs. During Phase I of the doctoral reviews, completed in November, 1976, the Board of Regents terminated some existing programs for the first time. The 18 doctoral programs terminated were distributed in the following disciplines: education—10, business administration—3, mathematics—1, economics—1, history—1, microbiology—1, and physics—1.

*General Recommendations*

*1. All departments and institutions should plan periodic intensive reviews of academic programs at all levels. The educational value and quality of programs should be evaluated, including such factors as enrollment, attrition rates, degrees awarded, patterns of placement, manpower projections, and cost effectiveness.*

*2. Public institutions which do not currently offer doctoral, educational specialist, or masters programs should not contemplate doing so at this time. A possible exception would be the participation by Louisiana State University-Shreveport in the graduate consortium for that area. (See Chapter VI.)*

*3. Basic and applied research, which advance the frontiers of knowledge in various fields, should receive high levels of State financial and general support. To ensure the full and effective use of available resources, cooperative research is encouraged when appropriate among public and independent institutions of higher education.*

*4. Pending continuing internal and external reviews, a wide variety of baccalaureate programs should continue to be made available at four-year institutions. The focus of senior institutions should be primarily on the achievement of excellence at the baccalaureate level and in previously designated graduate areas. Baccalaureate programs which require the use of specialized and expensive resources should be confined to designated institutions.*

*5. A blend of academic and occupational programs should be offered in Louisiana in order to fulfill the quest by learners at all levels for postsecondary instruction leading to rewarding lives and productive careers. In pursuit of this objective, Louisiana State University in Eunice, Southern University in Shreveport, and Louisiana State University in Alexandria should consider prospects of proposing occupational programs at the associate and certificate levels. Senior institutions should also consider the feasibility of adding certificate and associate programs, provided there is no two-year institution in the surrounding region. If proposed, these programs will be approved only if urgent need and potential high quality can be demonstrated.*

*6. There should be greater coordination in developing one and two-year occupationally oriented programs among public and private institutions of higher education and the state's vocational-technical institutions.*

*7. No new programs for the training of teachers should be planned except in specialized areas where urgent need and the potential for high quality can be convincingly demonstrated. Prospective students applying for entrance in programs to train teachers should be candidly advised of prospects for employment.*

*8. The current project to examine manpower and programmatic needs in nursing and selected allied health areas shall be considered the first step toward overall planning of educational programs in the health sciences.*

The decade of the 1980's will present both obstacles and opportunities for academic programming at institutions of higher education in Louisiana. In selected and needed areas programmatic growth will continue. The addition of new programs will be severely limited, however, for most traditional disciplines. Energies which have been placed in managing higher enrollments and charting directions for new programs must be redirected primarily to an inward search for quality and flexibility within existing programs. The prospect of an increasingly tenured faculty is concurrently a challenge for greater care in the initial selectivity of faculty, combined with systematic opportunities for development in order that faculty members may ride the crest of evolving opportunities. Tendencies toward departmental rigidities can be countered by the search for solutions to many social problems in fields such as energy, the environment, food, health care, and area studies—all demanding skills that transcend traditional disciplinary boundaries. While considerable attention has been devoted to the quality of instruction at the elementary and secondary levels, meaningful research and study leading to the enhancement of instruction at colleges and universities still remains only a partially settled frontier.

Academic planning pertaining to these and other matters should not be viewed as a dispensable option, but rather as a process essential for successful survival. The institutions of higher education in Louisiana have the obligation to help prepare students for lives and careers extending over successive future generations, not simply to the initial vocations chosen by the next graduating class. This responsibility mandates continuing efforts at all levels to assess academic needs that lie on shifting horizons. Without effective academic planning, therefore, higher education in Louisiana will not be able to adapt effectively to the challenges ahead, nor, thereby, to perform with excellence the critical functions entrusted to it.

## Chapter VIII
## Access and Choice

The goals of higher education in the State of Louisiana affirm the Board of Regents' commitment to access and opportunity, with a concomitant responsibility to provide quality higher education. In spite of extensive efforts to make higher education opportunities accessible to all persons who can benefit from them, a number of people who desire the experience do not enroll. This chapter describes Louisiana's efforts to remove barriers to access and to provide meaningful choices between institutions and programs for its citizens.

### Access

There are three major barriers which prevent access to higher education and its services: geographic barriers, curricular barriers, and economic barriers.

One factor which influences a potential student's decision to attend an institution of postsecondary education is the accessibility of the campus. A number of citizens who may wish to attend an institution of higher education do not do so because the distance to the closest campus is too great. Through growth and expansion of postsecondary education in Louisiana, most citizens today live within commuting distance of a public campus.

Louisiana offers a wide variety of programs at its public institutions of postsecondary education. By 1979, there will be fifty public vocational-technical schools in the state, namely eight regional institutes, nineteen area schools, and twenty-three branches. These institutions provide instruction at the postsecondary level, although they do not confer academic de-

grees. General education is not offered at these schools. Emphasis is on training for a specific occupation with minimal preparation for career diversity or mobility. Louisiana's vocational-technical schools are tuition free, with minimal fees assessed in certain programs. In addition, there are four public two-year institutions, thirteen public senior institutions, and a medical center in the state. These institutions, as well as Louisiana's eight independent colleges and universities and three seminaries are displayed in Figure 11, Appendix A.

The geographic proximity of Louisiana's institutions to the population is displayed in Appendix A, Figures 12 and 13. Calculations from Figure 12 indicate that approximately ninety-five percent of Louisiana's citizens reside within forty miles of a public college or university. Calculations from Figure 13 indicate that approximately ninety-eight percent of the population resides within twenty miles of a public vocational-technical school. Together, approximately ninety-nine percent of the population lives either within forty miles of a public college or university or within twenty miles of a public vocational-technical school.

The Board of Regents believes that the existing network of postsecondary vocational-technical schools and public colleges and universities, complemented by the independent institutions of higher education in the State of Louisiana, provides an adequate postsecondary system. The Regents also believe that no area which in the future develops into a metropolitan area should be without the services of postsecondary education institutions.

*The Board of Regents recommends that a new four-year institution of higher education may be considered for establishment in any standard metropolitan statistical area (SMSA) with a population of at least 250,000 where none now exists. The Board of Regents will take into consideration the geographic location of existing institutions which may be in enough proximity to the SMSA under study to provide effectively the necessary higher education services.*

The Bureau of the Census defines a standard metropolitan statistical area as any county or group of contiguous counties which contains at least one city of 50,000 or more or "twin cities" of 50,000 or more. The Board of Regents has chosen the figure 250,000 as representing a sufficiently large population to support enrollment for a viable four-year institution. It should be understood that the Board of Regents recognizes that the SMSA concept, while providing a useful designation, is based on economic integration and interdependency, and not on educational considerations.

*In regard to the establishment of two-year institutions, the Board of Regents recommends that a new two-year institution of higher education may be considered for establishment in any area where projections indicate an enrollment potential of at least 1,500 full-time equivalent students by the end of the third year of operation and 2,000 by the end of the fifth year. The Board of Regents will take into consideration the geographic location of existing institutions which may be in enough proximity to the area under study to provide effectively the necessary higher education services.*

In addition to increasing access through the strategic locations of the institutions of higher education in Louisiana, the institutions provide services designed to deliver certain educational opportunities to individuals. Responsibilities of work and family prevent a number of citizens from attending full-time day programs on campus. In an attempt to extend access to these citizens as well as citizens who do not live within commuting distance of an institution, colleges and universities offer courses and programs of study beyond the boundaries of their respective campuses. Continuing education, both credit and noncredit, is an important facet of higher education in Louisiana. The importance of this activity will undoubtedly increase in the future as the institutions alter their roles to meet changing societal needs. The Board of Regents recognizes that it would be remiss to leave to chance the quality and efficiency of so extensive and important an aspect of public higher education. To meet fully their responsibilities to provide high quality continuing educational opportunities to the State's citizens in the most efficient manner possible, Louisiana's public institutions of higher education shall adhere strictly to the provisions of Standard IX of the Southern Association of Colleges and Schools.

Through its constitutional mandate to coordinate and plan for higher education, the Board has established *Guidelines for the Conduct of Off-Campus Activities*. The purpose of the *Guidelines* is to achieve greater efficiency and quality in the off-campus educational opportunities offered to the citizens of Louisiana, while at the same time assuring that the citizens' educational needs are met. The Regents have appointed an Advisory Committee on Off-Campus Activities representative of the three systems of public higher education and consumers of off-campus instruction. This committee is charged with assessing the educational needs of the citizens and advising the Board of Regents in the implementation and necessary timely revision of the *Guidelines*.

The second major barrier to access is curriculum. Often a prospective student wishing to enroll in a specific program finds it is unavailable at nearby institutions. Additionally, a student may discover that particular programs are not available anywhere in the state. Normally this occurs more often at the graduate level. Louisiana has made commendable progress in removing curriculum barriers to access. The enrollment growth of the sixties fueled considerable program expansion. Today, Louisiana's public institutions of higher education offer degree programs at many levels of instruction in a wide variety of subject areas. The levels of instruction range from certificate level (one-year) programs through doctoral and professional programs. (For further discussion of programs, see Chapter VII.)

It is generally believed in higher education that undergraduate education should be brought to the citizens. At the graduate level the student normally seeks the program. In Louisiana, the distribution of institutions, coupled with the wide variety of programs at the baccalaureate level, speaks to the responsibility to provide curricula access to undergraduate students. This is not true at the sub-baccalaureate levels. The higher education system in Louisiana evolved in a manner which did not result in the development of a comprehensive community college system such as is found elsewhere. This has resulted in a curriculum barrier to two-year degree programs. The State of Louisiana cannot provide the resources necessary to establish a comprehensive community college system. Therefore, the mechanism for providing adequate programs of instruction at the associate and certificate levels and alleviating the curriculum barrier to access must be developed within the existing framework of the system. Of the state's four two-year colleges, three direct their primary thrust to transfer curricula. These two-year institutions need to continue serving their clienteles by expanding their curricula into one and two-year terminal programs. *The Board of Regents recommends that the two-year institutions in Louisiana which have not developed a variety of occupational programs designed to meet the manpower needs of the areas they serve begin immediately to plan to do so. This planning should include cooperation with nearby vocational-technical schools whenever possible.*

In an attempt to meet the need for associate degree programs in the absence of a comprehensive community college system,

senior universities in Louisiana offer a selected number of associate degree and certificate programs. This phenomenon is not unique to Louisiana. Other colleges and universities in the United States are offering two-year degrees in cases where two-year colleges are not accessible to a portion of the population. *To increase further the accessibility of certificate and associate degree programs, the Board of Regents recommends that, when appropriate to the assigned mission, senior institutions develop and /or expand associate degree and certificate programs in areas where (1) there is a demonstrated need and (2) no nearby community college exists to meet the need.*

People of varying aptitudes, abilities, interests, and motivations are demanding more opportunities for postsecondary study, but a homogeneous system of higher education cannot accommodate them. In response to these demands, colleges and universities in Louisiana are continuing to develop programs which are nontraditional with respect to the type of student enrolled, the location of the learning experience (e.g., off-campus instruction), and the method of instruction. The variety of possible nontraditional programs is great and includes programs such as the personalized system of instruction, time-shortened degrees, cooperative education, competency-based programs, and external degrees. Most nontraditional programs are relatively new; therefore, conclusions concerning their merit have not been reached. Nevertheless, these programs represent an honest effort to make higher education responsive to the population and to expand alternatives in postsecondary study.

In 1976, the Board of Regents surveyed the public and independent colleges and universities in the State of Louisiana concerning availability of nontraditional programs on their respective campuses. The responses indicated that all institutions offer some type of nontraditional study. The conclusions drawn were that approximately three-fourths of the nontraditional programs are unconventional with respect to the types of students enrolled, about one-half with respect to the location of instruction, and about one-half with respect to the method of instruction. Only one-fourth of the programs taught unconventional subject matter. (For additional information on nontraditional programs, see *Nontraditional Study*, Louisiana Board of Regents, June, 1976.)

There are two main obstacles encountered in the development of nontraditional programs in the state. The first obstacle is budgetary. With the financial difficulties evident on the campus, faculty and administrators are hesitant to venture into expensive high-risk experiments. Nontraditional programs are a recent enough development that their success or failure has not been sufficiently assessed. Until the time comes that assessments indicate the need for and quality of such programs, colleges and universities will be hesitant to expend depleting funds. The second obstacle is a concern for quality. Once again, until nontraditional programs have been assessed as successful and of high quality, colleges and universities will balk at implementing such programs. To expand opportunity to nontraditional students through marginal efforts is a disservice both to the student and the State of Louisiana. It is not surprising to find that Louisiana's nontraditional programs are primarily designed to teach standard subject material to new students. The use of conventional materials is a quality control. Louisiana's colleges and universities, while not having a large number of established nontraditional programs, are concerned with the educational needs of their constituents. Nontraditional programs represent one of many measures that colleges and universities take to promote program access.

The State of Louisiana has also made provisions for students who wish to pursue a program of study not available in the system of higher education in the state. This primarily occurs at the graduate and professional levels. The Southern Regional Education Board (SREB), in which Louisiana is an active member, is devoted to promoting cooperation among its member states for the purpose of improving the access to and quality of higher education. A compact for higher education among fourteen southern states, SREB works with educators, governmental officials, and others to advance postsecondary education.

Recognizing that every state connot develop programs in every field and that every state has programs which can accommodate more students, the SREB operates three programs designed to offer financial assistance to students. These are the Academic Common Market, the Contract-for-Services Program, and the Tuition-Aid Program. The SREB is thereby endorsing sharing of programs, elimination of unnecessary duplication, and increased availability and access to programs in which students are interested.

Louisiana participates in the three SREB cooperative arrangements described above. It should be emphasized that participation in these programs not only saves the student money, but also accounts for great savings to the State of Louisiana and its citizens. Louisiana citizens have access to programs in other SREB states which would be quite expensive to initiate and operate in Louisiana's system of higher education. Benefits accrued from regional cooperation to the State of Louisiana include: (1) elimination of costly and unnecessary duplication; (2) increased availability of degree programs; (3) increased student access to educational programs; (4) improvement in the degree to which the State of Louisiana is fulfilling the educational needs of its citizens; and (5) the promotion of interstate planning for higher educational programs and facilities. Continued support of Louisiana's participation in SREB sponsored programs is important to the advancement of higher education in the state. *The Board of Regents recommends continued support for Louisiana's participation in SREB sponsored programs in order to utilize as efficiently as possible the higher education resources of the region.*

The third major barrier to access is economic. Many of the activities which Louisiana has pursued to remove geographic and curriculum barriers also work to relieve economic barriers. Students who otherwise would have to leave work to pursue full-time day programs on campus can remain employed while attending evening programs. A number of people who might otherwise have to leave home and live on campus can take advantage of programs offered off-campus. In addition, colleges and universities in Louisiana are continuing to hold costs at a minimum for their students. Cost factors such as inflation, wages, and the price of energy are to a large degree beyond the control of institutional administration. Consequently, higher education and the State of Louisiana are continuing to take the necessary actions to provide aid for those students unable to assume the student's share of the cost.

The American College Testing Program (ACT), under contract with the Louisiana Board of Regents, conducted a study to evaluate the current status of financial aid resources within the state and the estimated need for these resources. The ACT Study has been published under separate cover.

From the ACT Study, Table 14, Appendix A, summarizes the total costs to needy applicants attending various types of postsecondary institutions (1975-76 figures). The financial resources which are needed to meet the costs of attending postsecondary education for all students who identified need is also computed in Table 14. A comparison of the total financial needs of applicants who identified a need with the total financial resources available for students is displayed in Table 15, Appendix A. The figures indicate that, statewide, there are enough re-

sources available to meet the needs of the student aid applicants. The figures also indicate that a problem may exist in the distribution of these resources. This analysis refers only to those persons who applied for aid at colleges and universities. This does not include those students enrolled who are eligible for aid but do not apply or persons who never enroll in college because of a perceived inability to meet expenses.

In spite of all that the State of Louisiana is doing to remove economic barriers to higher education, further action needs to be taken. One area in which action could be taken to ease the burden on the student is the aid application process. Oftentimes, the student has to complete a variety of different financial aid applications for each institution. *The Board of Regents recommends that financial aid administrators effect a common needs analysis and application process within the state, both for institutions and the State agency.*

Other areas where action should be taken to alleviate economic barriers to higher education include greater participation in Federal aid matching programs by the State of Louisiana; a coordinated State plan for the delivery of State, Federal, and institutional aid funds; and the more adequate staffing of financial aid offices in the colleges and universities. For further discussion of these topics, see *Postsecondary Undergraduate Student Financial Aid Resources and Need Study*, conducted by ACT (1977).

**Choice**

Louisiana has made significant progress in providing access to the higher education experience. A concept which complements access is choice. It is a responsibility of higher education to provide a "meaningful choice" for students. When a meaningful choice is made, benefits accrue to both the State and the students. Factors which can enhance meaningful choice, and thus provide for a viable student/program match are admissions policies, articulation policies, counseling services, and developmental education programs.

Policies of admission to institutions of higher education in America vary from state to state, and in many cases among institutions within a state. Historically, admissions policies have moved from a highly selective posture to one of equality of opportunity. With the passage of the Morrill Acts and a host of other Federal and State legislation, a college education became feasible for more and more Americans. Today, some form of open admissions is practiced in varying degrees in all states. Completely open admissions is more an ideal than a practice. There will always be some restrictions on college attendance, whether they be restrictions based on ability, age, resources, or others.

An adequate system of two-year community colleges, for all practical purposes, eliminates entrance selectivity to the higher education system for those high school graduates willing to begin their college education at this level. In a number of states, the practice of selectivity has been maintained at the senior university level. Where such selectivity is practiced, universities are able to strengthen their admissions criteria, knowing that these policies do not close the doors of higher education to capable but less academically qualified students. Open admissions is practiced at all public institutions in Louisiana at the entry level. Once a student is admitted to an institution, selectivity is practiced in admission to certain programs. The degree of selectivity depends upon the requirements of the individual curriculum.

Three strong arguments have been presented in defense of selective admissions in general, and selectivity at the program level in particular. First, selectivity is necessary to achieve appropriate student ability levels. Second, selectivity is necessary so long as resources remain limited. And third, selectivity is necessary to help place students in the right programs and to redirect the efforts of misplaced and unqualified students into more constructive channels.[1] A policy of selective admissions can aid the student in making a meaningful choice and the institutions in providing the best student/program match. Selective admissions is a method of matching the abilities of the student with the rigor of the program. A more viable student/program match can decrease the necessity of large developmental education programs on every campus, increase the success rate of students (decrease attrition rate), and allow institutions to concentrate their resources where they can be best utilized.

The Board does not endorse the concept that everyone should seek higher education. Nor does the Board endorse the concept that all who seek higher education should be admitted to any particular institution or program without regard to educational background or academic ability. The Board of Regents does endorse the philosophy that any person desiring to attend a higher education institution should have the opportunity to do so, but not necessarily at any particular institution or in any particular program unless qualified.

The Board of Regents recognizes that the practice of open admissions is expensive, especially when practiced on every campus in the state. An open admissions policy increases student enrollment substantially. Facilities are built, faculty and staff are employed, and programs are implemented to accommodate the large enrollments that the open admissions practice attracts. Moreover, expenses are higher when each campus has to provide special developmental programs for the academically unprepared. In those institutions that concentrate resources at the graduate and professional levels, open admissions provides a further drain on the scarce resources available for specialized instruction and research.

Students seeking a higher education should be encouraged to enroll in institutions best suited to their needs and aspirations. Although all public institutions of higher education in Louisiana are committed to quality undergraduate instruction, many campuses differ in the environment and interest they convey, the levels of concentration they stress, and the amount of resources committed to different programs. Selectivity of admissions is favorable not only to the institution and the State; most important, it should be favorable to the student. In designing an admissions policy which permits selectivity at particular institutions, two important factors must be considered. First, the institutions which become more selective in admissions at the entry level should be those which would benefit most from the policy. Second, assurances should be made that any student wishing to pursue a higher education has the opportunity to do so without barriers to access in terms of geography.

With those two factors in mind, the Board of Regents recommends the following: *That the Louisiana State University Board of Supervisors adopt a policy of selective admissions for Louisiana State University-Baton Rouge, the State's comprehensive institution. The Louisiana State University Board of Supervisors should consider selective undergraduate admissions based on criteria relevant and appropriate to potential success in higher educational endeavors. Criteria should not include considerations which might be construed as selective on the basis of age, race, sex, physical condition, religion, socio-economic status, and ethnic background.*

*The Board of Regents further recommends that the LSU Board of Supervisors, the Southern University Board of Supervisors, and the Board of Trustees for State Colleges and Universities study the feasibility of developing policies of selective admissions, subject to the same restraints detailed above, at some senior state institutions. Care must be taken to insure that the two-year colleges remain open door institutions and at least one institution in each geographical section of the state maintains an open admis-*

*sions policy. The opportunity to transfer to a selective institution upon successful completion to two years of college-level work at a regionally accredited institution must be assured.*

The enrollment and student credit hour (SCH) production of any institution which implements a policy of selective admissions will be carefully monitored by the Board of Regents to determine the extent to which implementation of the policy affects funding of the institution. It is the intent of the Board of Regents that the loss of State appropriations as a result of an institution's increasing its standards for admission shall be addressed in the *State Appropriation Formula.*

The recommendations above pertain to admission to a college or university. The Board of Regents continues to support the provision for departmentally determined selectivity of admissions to certain undergraduate programs and selective admission to all graduate and professional programs. Only through selective admissions can the quality of some programs be maintained, a proper student/program match be attained, and in many cases, the cost of these programs remain within reasonable limits.

If a state system of higher education encourages access and choice, with institutions serving different functions and attracting various clienteles, it is necessary that students be free to move within the system as necessary to complete their academic preparation. To assist the growing number of transfer students, the Board of Regents has developed *Guidelines for Statewide Articulation at the Undergraduate Level.* Uniformity of programs is neither expected nor desirable. Yet there are steps that the institutions can take to assist the transfer student in his/her adjustment. It is the aim of the Board of Regents' *Guidelines* to insure that various transitions which students may encounter in their educational careers are orderly and, to the extent possible, easy. Such transitions occur when students change educational programs or levels, and when they attend more than one type of postsecondary institution or more than one institution of the same type. The *Guidelines* are designed to facilitate an orderly transfer process for the student, while maintaining a high degree of institutional and departmental autonomy regarding admissions, acceptance of credit, and other campus policies. In order to monitor the implementation and success of these *Guidelines,* as well as make timely revisions and/or additions as needed, the Board of Regents has established a standing Articulation Advisory Council representative of all types of postsecondary education in the state. Through the successful implementation of the articulation *Guidelines* and the continuing work of the Articulation Council, access, choice, and retention will be further extended in the State of Louisiana.

Today, when students have a wide variety of institutions and programs from which to choose, counseling is paramount in assisting the high school student in making the proper choice. The Board of Regents recognizes that many high school graduates are inadequately prepared for academic success in higher education. For this reason, the Regents consider counseling programs important to the success of the ill-prepared student.

*The Board of Regents recommends to the Board of Elementary and Secondary Education (BESE) that a careful review of counseling programs at the secondary level be conducted. The effectiveness of these programs should receive close scrutiny, and appropriate adjustments should be undertaken to improve their administration, operation, and resulting value to the student and the State of Louisiana.*

Today, higher education in Louisiana is accessible to all high school graduates. Students constitute a heterogeneous population. They represent various academic backgrounds, cultures, needs, aspirations and motivation. The function of a collegiate counseling program likewise has broadened. There are literally hundreds of programs of study available. Career choices continue to expand as society in general and the economy in particular become more complex. The counseling function in the college and university serves to assist students in determining appropriate programs to pursue. The more diverse the student body and the programs become, the more important and effective the counseling function needs to be. The Board of Regents recognizes that if colleges are to serve students effectively, they must provide counseling services which are accessible to the students and operated by a sufficient number of competent personnel. *Therefore, it is recommended that each institution assess its counseling services in regard to space, facilities, resources, staff, and services. When deficiencies are identified, all possible steps shall be taken to rectify the shortcomings.*

The role of developmental education programs on the college campus has been an issue of growing concern in higher education. Every year a large number of students are graduating from high schools without the basic skills necessary to succeed in a rapidly changing technological society. Those students who rank in the lower academic quartile are readily identifiable as students who may have academic problems in colleges, but unfortunately a large number of graduates who have received both good grades and commendations from their teachers are also inadequately prepared. Today, this happens with such frequency that one cannot rely on a high school diploma and a high grade point average as indicators of college-level ability.

*Newsweek* reported that students spend more time and effort in English courses than in any other subject required in public education.[2] Yet all indications are that verbal skills, so necessary in our culture, are deteriorating at an alarming rate. The problem is not unique to English. Similar findings in basic quantitative and problem solving skills also have been documented.

In a recent study (1976), Patricia Cross refuted the myth that "disadvantaged" students in need of developmental instruction are members of minorities. Cross's research indicates that the overwhelming majority of low achievers who gain admission to colleges through open admissions policies are not ethnic minorities. They are predominately the white sons and daughters of blue-collar workers.[3]

In Louisiana, taxpayers, educators, and legislators are demanding that the problem of low achievers graduating from high school and entering college be resolved. Questions such as "Why should we have to keep paying to get the schooling job done? Why can't we teach children to read and write in twelve years of schooling?" are being posed by those concerned for the quality of education. Many feel that any effort short of massive reforms in public school education will not be successful. The public school system is responsible for preparing students for successful college work. It is highly improbable that a college or university can right the wrongs of at least twelve previous years. And if they could, should the citizens have to pay taxes to teach the students twice?

*The Board of Regents recommends that the Board of Elementary and Secondary Education (1) increase academic requirements for college-bound students, (2) adopt a policy of proficiency testing of students for promotion and /or graduation, and (3) raise standards for teacher certification.*

*The Board of Regents also recommends that as part of its own review of academic programs, a study of teacher education curricula be undertaken to assess the feasibility of more selective admissions to teacher education programs and /or more rigorous teacher education curricula.*

While no definitive data have been gathered on the amount of developmental education being offered in Louisiana's public universities, it is apparent from comments received from institutional leaders that this type of activity is common on all cam-

puses. Since it has been traditionally expected that high school graduates would be adequately prepared for college level work, no statewide planning at the higher education level has taken place. The institutions have planned and offered developmental education programs as warranted by the skill levels of the incoming students.

For every campus in Louisiana to offer sizeable programs in developmental education seems inefficient and ineffective. Developmental instruction is costly, requiring small class size, alternative teaching materials, and (to be successful) specially trained instructors and counselors. It is inefficient, difficult, and possibly unfair to all parties for an institution whose role dictates that a significant portion of its resources be concentrated at the graduate and professional levels to provide quality developmental programs without jeopardizing the achievement of its assigned mission and the probability of success for the student. The Board of Regents strongly believes that changes need to be made in developmental education programs as practiced today on the campuses of colleges and universities. *The Regents recommend that a comprehensive study of developmental education programs be undertaken. This investigation shall, at the minimum, review present practices and provide viable alternatives to these practices. Factors to be investigated include staffing patterns, financing, enrollments and success rates.*

Higher education shares the responsibility to enhance the general welfare of the citizens of Louisiana. Only through wise policies and practices of admission, counseling, developmental education, off-campus instruction, nontraditional programs, and student aid will this responsibility be met.

---

[1]D. Kent Halstead, *Statewide Planning in Higher Education*, pp. 232-235.

[2]"Why Johnny Can't Write," *Newsweek*, vol. LXXXVI, no. 23, December 8, 1975, p. 58.

[3]K. Patricia Cross, *Accent on Learning*, Jossey-Bass, 1976, p. 34.

---

## Chapter IX
## Faculty

An institution's quality and character depend upon the qualifications, industry, and commitment of its faculty. No other single factor has the direct influence that the faculty has in determining the contributions of the institution to teaching, research, and public service.

A task of every college and university is to recruit and retain qualified faculty. The institution's ability to perform this task effectively depends upon a number of factors. These include (1) the existing faculty mix on campus; (2) the salary resources and other benefits available; (3) the commitment to academic freedom and responsibility; (4) policies and practices which insure high standards; and (5) appropriate procedures to assure faculty involvement in determining institutional policy.

In the early sixties, a serious problem confronting higher education was an incipient shortage of college and university teachers, brought on by an influx of students. In response, colleges and universities initiated a spirited competition for faculty members. This created a seller's market which lasted for almost a decade. Graduate schools responded by tripling the output of doctorates between 1960 and 1970. They started with a base of 9,829 doctorates granted in 1960 and surged to a total of 29,866 doctorates awarded in 1970.[1] In the academic year 1973-74, doctorates conferred increased to 33,826.[2]

This spiraling trend has reversed during the mid-1970's. Enrollments are stabilizing, and in some cases declining. The seller's market has become a buyer's market. Instead of growing institutions competing for the services of a few, a vast number of professionals are now competing for the few jobs in stable institutions.

The number of doctoral degrees awarded during each of the years between now and the early 1980's is projected to exceed 30,000. The projected demand for new faculty members during this period is only 3,000 to 5,000 annually. Thus, projections for the eighties signify a continuation of the downward trends established during the seventies. Some shortages, however, will still occur in specialized fields. This chapter deals with four areas related to faculty: general characteristics, tenure, salaries, and the need for faculty development.

### Faculty Characteristics

Table 16, Appendix A, displays the number of full-time faculty by institution and sex for academic year 1975-76. Louisiana's public colleges and universities employed 5,474 full-time faculty in 1975-76. The Board of Trustees for State Colleges and Universities employed 2,603, or 48 percent, of full-time faculty, the LSU system, 2,152 (39 percent), and the Southern University system, 719 (13 percent). At the campus level, LSU-Baton Rouge employed the largest number, 1,010, while LSU-Eunice, a two-year college, employed the smallest, 37. The independent sector employed 1,204 full-time faculty in 1975-76. Tulane University employed the most among the independent institutions, 641, while Holy Cross College employed the fewest with 8. Together, the public and independent sectors of higher education in Louisiana employed 6,678 full-time faculty in 1975-76.

Colleges and universities have had difficulty complying with Federal and State statutes which require equitable representation of women and minorities. Institutions have been urged to hire more members of underrepresented groups as faculty and administrators at a time when enrollment stabilization and the economy has curtailed hiring. Tables 16 and 17, Appendix A, provide insight into the male/female and racial composition of the faculty in Louisiana's institutions during 1975-76. With respect to the male/female composition (Table 16), 3,812 (69.6 percent) of all full-time faculty in the public sector in 1975-76 were male. At the systems level, the LSU system's faculty was 76 percent male and 24 percent female. The Trustees' faculty was 68.7 percent male and 31.3 percent female, while the Southern University system's was 53.8 percent male and 46.2 percent female. The independent sector employed 1,204 full-time faculty in 1975-76. Of these, 896 (74.4 percent) were male. Together the public and independent sectors employed 6,678 full-time faculty, of which 4,708 (70.5 percent) were male and 1,970 (29.5 percent), female.

Table 17 displays the racial composition of the faculty in Louisiana's colleges and universities. Statewide, in the public sector 82 percent of all full-time faculty in 1975-76 were white, 15.7 percent were black, and 2.3 percent were "other" (including Hispanic, Asian or Pacific Islander, American Indian or Alaskan Native). At the systems level, the LSU system's faculty was 95.6 percent white, 2.0 percent black, and 2.4 percent other. The Trustees system was 89.9 percent white, 8.5 percent black, and 1.6 percent other; and the Southern University system was 12.5 percent white, 82.3 percent black, and 5.2 percent other. The independent sector employed 1,204 full-time faculty in 1975-76. Of these 1,033 (85.8 percent) were white, 106 (8.8 percent) black, and 65 (5.4 percent) other. Together the public and independent sectors employed 6,678 full-time faculty in 1975-76. Of these 5,521 (82.7 percent) were white, 963 (14.4 percent) were black, and 194 (2.9 percent) were other.

Tables 18 and 19, Appendix A, display data relative to faculty rank by sex and race. With respect to rank, in the public sector 1,078 faculty members (19.7 percent) hold the rank of full professor; 1,351 (24.7 percent), associate professor; 1,860 (34.0 percent), assistant professor; 1,082 (19.7 percent), in-

structor; and 103 (1.9 percent) hold other ranks. At the systems level 22.2 percent of all faculty in the LSU system are full professors, compared with 19.1 percent in the Trustees system and 14.5 percent in the Southern system. In the independent sector, 326 faculty (27.1 percent) hold the rank of full professor; 323 (26.8 percent), associate professor; 373 (31.0 percent), assistant professor; 146 (12.1 percent) instructor; and 36 (3.0 percent) hold other designations.

Table 19 displays data for full-time faculty in Louisiana by rank and by race. Whites hold a majority of the associate and full professorships. In the public sector, whites constitute approximately 89 percent of full-time faculty in the Trustees system and 91 percent of the full professors. Whites make up 95.6 percent of the LSU system, and 98.5 percent of the full professors. Whites represent 12.5 percent of the faculty in the Southern system and 10.6 percent of full professors. Statewide, 82 percent of all full-time faculty in the public sector are white, and they hold 86.2 percent of the associate and full professorships.

A faculty characteristic on which precise data are not available is the educational attainment of the faculty. Faculty mobility has been declining due to the economy and the oversupply of trained professionals, and the buyer's market permits institutions to be highly selective in hiring policies. Institutions can seek and select faculty from a growing pool of highly trained applicants. Louisiana institutions of higher education should "take stock" and be selective in their hiring in order to strengthen their core of faculty and to promote professional balance.

Two observations should be made based on available data on faculty characteristics in Louisiana. First, Louisiana's public institutions of higher education must continue their heavy engagement in affirmative action efforts. During times of scarce jobs and limited turnover, it is difficult to show significant change as a result of affirmative action programs. Second, it is apparent that more whites and males hold high academic rank than do minorities and women. Today, when more women and minorities are seeking higher degrees and life-long careers, institutions have an excellent opportunity to increase their numbers in faculty and administrative positions.

### Tenure

A difficult problem facing institutions of higher education is the danger of becoming "tenured in". This is the awarding of academic tenure to a disproportionately large number of faculty, leaving little opportunity to infuse young faculty members, minorities or women.

During the sixties when college and university enrollments were growing at unprecedented rates, hundreds of faculty were recruited and hired. Most of these were young Ph.D holders. With the stabilizing enrollments and the buyer's market of the seventies, most faculty are less mobile and are remaining in these institutions either to earn or retain tenure. Nationwide, thousands of faculty members are earning tenure in their thirties and forties, possibly to remain at the same institution for an additional twenty to thirty years.

Philip Semas, in an article entitled "Tenure" in *The Chronicle of Higher Education* on December 2, 1974, reported that between 1968-69 and 1972-73, the proportion of the nation's professors who had tenure had increased from fifty percent to sixty-five percent. The possible consequences of these findings forced a number of colleges and universities to take drastic measures concerning tenure. These measures ranged from more selectivity in awarding tenure to the initiation of tenure quotas. Some institutions abolished tenure altogether. A number of institutions are still engaged in litigation relative to these actions. Fortunately, when the Board of Regents was preparing a statewide tenure policy in 1974, the State of Louisiana was not in so precarious a position. In the fall of 1974, 59.4 percent of the faculty in Louisiana's colleges and universities held tenure.

Prior to 1975, Louisiana State University had one tenure policy affecting all LSU campuses. The remaining colleges and universities practiced a tenure policy established by the State Board of Education. The changes in the governance structure of higher education in Louisiana, coupled with the need for a tenure policy that was contemporary in nature and equitable in application, provided the rationale for the Board of Regents' *Statement on Academic Freedom, Tenure and Responsibility*. The Board of Regents' statement established, for the first time, a uniform policy for the public colleges and universities, including their professional schools. The tenure policy does not affect faculty employed prior to the adoption of the statement.

Table 20, Appendix A, displays tenure figures for Louisiana's public colleges and universities for the past three years (1974-75, 1975-76, 1976-77). The fact that the percentage of faculty with tenure has increased statewide approximately only one percent in a three-year span indicates the concern institutions have for becoming "tenured in". At the systems level, the percentage of faculty with tenure has remained fairly constant over the three-year span. In 1976-77 in the LSU system, approximately fifty percent of the faculty held tenure, in the Trustees system, almost sixty-five percent, and in the Southern University system, seventy-five percent. As the percentage of faculty with tenure increases, institutional flexibility diminishes. The data in Table 20 show that there are eight institutions in Louisiana, including the Agricultural Science Center, with over two-thirds of their faculty holding tenure. Over three-fourths of the faculty on Southern University's Baton Rouge and New Orleans campuses have tenure.

*The Board of Regents recommends that all colleges and universities, especially those with a high percentage of tenured faculty, exercise extreme caution in awarding tenure in the future. Current economic conditions and projected student enrollment declines constrain institutions to maintain flexibility.*

### Faculty Salaries

Salaries constitute the largest single recurring cost of educational institutions. In 1976-77, full-time faculty salaries alone totaled more than eighty million dollars for Louisiana's public institutions of higher education. This figure does not include retirement and other fringe benefits, or part-time faculty and administrative salaries.

For institutions to compete favorably with other similar institutions for teachers and researchers of recognized competence, they must be able to pay competitive salaries. Even during the period of faculty oversupply and a buyer's market, a favorable salary structure with flexibility to reward merit is needed to attract and hold good faculty members.

Although raising faculty salaries to a level comparable with those in other states is mainly a function of legislative appropriations, there are steps that institutions can take to enhance their financial positions. Institutions can become more efficient by making changes as: reducing the number of small classes; resisting filling vacancies created by resignations and retirements unless absolutely necessary; reducing unnecessary course and program duplication; hiring some part-time faculty for specific teaching assignments, especially in program areas that are constantly changing; and carefully reviewing all institutional expenditures as priorities change.

### Faculty Development

The concept of faculty development involves the full development of the faculty member, both as a professional and as a member of the academic community. The concept moves

beyond development as a teacher to include development as an individual and a group member, and to focus on the person's development and growth in all his/her professional roles.

Faculty development has always existed on our nation's campuses. Released time for research purposes, sabbatical leaves, workshops, etc., all fall within the broad concept of faculty development. Why has faculty development received growing attention recently? Mary Lynn Grow, in "Emphasis on Faculty Development" lists these factors:

1. Leveling or declining student enrollment.
2. Decreases in mobility of faculty and administrators.
3. High percentage of tenured faculty members who are mostly in their forties.
4. A buyer's market for student educational opportunities.
5. Economic crunch for universities and for students.
6. The need to better equip graduate students to compete for jobs in higher education.
7. The proclivity of students to tell it like it is, not to be awed by a teacher's authority, and to bring legal action if they don't get what they pay for.
8. Increased demand for accountability by parents, board members, legislators and the public in general.
9. An articulate (and often negative) press[3]

To summarize, a changing student body together with a decreasing market for college teachers and a tightening budget, influenced the growth of faculty development. Because of the declining mobility of teachers and the high percentage of faculty with tenure, most institutions are relying more heavily on current faculty to provide a fresh perspective and the necessary leadership for innovative programs. A successful faculty development program can support a vigorous educational climate.

It is paradoxical that many of the forces which nurture the growth of faculty development are those same forces which often inhibit it. Although a slowdown in faculty mobility and a related economic crunch are cited as factors fostering the growth of faculty development, it is the absence of funding which inhibits faculty development. Some of the resistance to faculty development comes from the faculty itself. Inhibiting factors include the resistance to change, protection of one's own "turf", and the key roles which evaluation and accountability play. At the institutional level, the failure of the institutional reward system to support the instructional function, the lack of released time, the tendency on the part of administrators to resist faculty change, and the lack of support and confidence result in an environment less than conducive to faculty development.[4]

Financial stringencies often inhibit programs of faculty development. In times when campuses are slowing down and, in most cases, cutting back on programs, it becomes difficult to release monies for faculty development. Even though faculty development programs are directly related to instructional programs, many administrators see faculty development as an area for pruning when cuts are necessary.

In 1976, the Southern Regional Education Board conducted a study to evaluate faculty development centers in the southern region. The SREB did not identify any such centers on the campuses in Louisiana. Since the SREB survey was conducted, Delgado Junior College has established the only such center in Louisiana. Many faculty development activities are evident, however. For example, Act 542 of the 1976 session of the Louisiana Legislature created the Nursing Stipend Program. As provided by law, a committee composed of the deans and directors of the various nursing programs sets priorities and awards stipends. These stipends allow nurse educators to pursue an advanced degree in nursing, thus alleviating a critical shortage of qualified nurse educators in the State of Louisiana. Sabattical leaves, released time, instructional media and development labs, conferences, teaching workshops, etc., are other ongoing activities on Louisiana's campuses.

There are many factors evident in the higher education community in Louisiana which support the need for conscious efforts in the area of faculty development. First, statewide, over sixty percent of the full-time faculty are tenured. Many of those faculty members are twenty or more years away from retirement. These persons need an outlet to nurture their professional growth. Second, stabilizing and forecasted declines in enrollment will result in fewer new faculty being infused into the system. As a result, the colleges and universities will have to continue educating the citizenry with a majority of the current staff. Third, it is projected that the characteristics of the student body will be altered in the future. Students will be older and more mature, and possess a set of needs somewhat different from those of today's students. Many faculty members cannot satisfy these needs with their present level of expertise. An opportunity for retraining and further growth is needed.

*The Board of Regents recommends that the remainder of the 1970's be devoted to improving and diversifying the faculties of Louisiana's institutions of higher learning. Increased numbers of minorities and women earning terminal degrees will provide the opportunity to increase the diversity of the faculties in regard to race and sex. The buyer's market will enable the institutions to be selective in hiring, thereby upgrading the quality of the faculty in general. The difficulty of infusing a relatively static faculty with new ideas and improved performance can be lessened by concentration on programs of faculty development. Since the quality of higher education in Louisiana is largely dependent on the quality of the faculty in institutions of higher learning, it is imperative that attention be given to increasing faculty salaries, selectivity in hiring, and professional development activities.*

---

[1]"Earned Degrees Conferred by Institutions of Higher Education: United States 1969 to 1973-74," *Digest of Education Statistics*, U.S. Department of Health, Education, and Welfare/Education Division, page 115.

[2]National Center for Education Statistics, *Earned Degrees Conferred 1972-73 and 1973-74*, page 22.

[3]Mary Lynn Grow, "Emphasis on Faculty Development," *Faculty Development Centers in Southern Universities*, Southern Regional Education Board, 1976, p. 3.

[4]*Ibid.*, page 9.

---

## Chapter X
## Libraries

Strong academic libraries are vital to the success of Louisiana's higher education system. The library is often referred to as "the heart of the university," the center around which revolve the primary activities of the university—teaching, research, and public service. Because of the importance of quality libraries at all levels of higher education, the State must be committed to their adequate support. Providing the library resources necessary to keep up with the rapid growth of knowledge requires effective planning and cooperation among the higher education institutions.

Historically, the changing role of the college library has reflected changes in curriculum and teaching methodology. The first colleges in this country usually had small libraries made up primarily of theology books. Students were not expected to do research, since the recitation method of instruction required only that they memorize and recite from a text. Little financial support was given to library development. Since most of the library books were donated from personal libraries, the collection did not reflect student and faculty needs or the instructional programs. Access to these few resources was limited; the libraries opened for only short periods of time and most students could not check out books. Faculty members served as librarians in addition to their other duties.[1]

The colonial library's primary function was that of a preserver and storehouse of knowledge. This concept, together with the shortage of books and financial support, discouraged general use of the libraries. As the programs offered by the colleges expanded, this inadequacy became a greater problem to faculty and students. Student debate societies were formed to buy needed books, particularly in the fields of politics and economics.[2]

By mid-nineteenth century, academic libraries had begun to experience tremendous growth. A major impetus for this change was the shift from recitation to lecture and German research methods of instruction. Along with the development of graduate education, the change in teaching methods called for the utilization of a good library. Seminars and independent study required that students conduct research outside the classroom. College teachers moved from being schoolmasters to being scholars as the emphasis in education moved from teaching to learning.

The establishment of the land-grant colleges in 1862 also influenced the growth of libraries. As higher education became accessible to more of the population, the growth of academic instruction and research stimulated the publication of journals and monographs. Growth in publications in turn aided the growth of the libraries.[3] In response to the growing interest in education, libraries expanded their services, making their resources more accessible.

Professional librarianship developed as the libraries gained new status and function. Library schools were integrated with university graduate schools in the 1870's, and librarianship became a technical and specialized profession. These new librarians espoused the philosophy that books were to be used, not hoarded.[4] The development of the Dewey Decimal System in 1876 provided a means for ordering a collection while making it more easily available to readers.

The modern college or university library is faced with striking a balance between its two basic functions—preservation and use. Libraries must confront the problem of how best to serve as a depository for knowledge while making that knowledge available. Louis Round Wilson, a former Dean of the University of Chicago Graduate School, categorized these two basic functions into five subsidiary functions that more explicitly define the responsibilities of the library staff:

1. Aiding the university in conserving materials.
2. Acquiring the materials necessary for the support and extension of knowledge.
3. Providing the bibiliographical apparatus to make available its own materials and those in other libraries.
4. Providing suitable quarters for use of the materials.
5. Promoting the work of the teacher, student, and public through a competent staff.[5]

The ability of a library to carry out these functions successfully is a measure of its adequacy. The college or university library must support and stimulate the institution's instructional and research programs to the fullest extent possible. The quality of the collection is a major factor in determining the library's ability to provide effective support. Because of the tremendous increase in published works, and of limited budgets, the careful choice of the collection is an increasingly difficult task shared by librarians and faculty. Each library should have a clear collection development policy worked out jointly by faculty members and library staff. Long-range development as well as present needs should be addressed.

The American Library Association (ALA) Standards for College Libraries state that the collection should reflect the particular needs of the institution.[6] A library at a two-year college will need a collection different from that of a university with extensive graduate programs. The materials should meet the curricular needs of all the students. Independent study programs, honors programs, and graduate studies also need adequate library support materials.

Support of the curriculum should not be the only criterion used in selecting the collection, for the library then runs the risk of establishing a collection that reflects the present faculty and programs but may be restrictive to students and future programs. In addition to works supporting the instructional program, the collection should also contain standard works representing the heritages of civilization and books for recreational reading. Good reference works and a wide range of periodical subscriptions, not restricted to the subjects that form the curriculum, are essential. Archival materials pertaining to the institution need to be collected and preserved. The continuing quality of the collection depends not only on the acquisition of new materials but also on the careful weeding of outmoded books, unnecessary duplicates, broken sets, worn out books, etc., but only with the advice of faculty members. Continuous weeding of unused materials helps to free much-needed shelf space for new acquisitions.

Librarians are assisted in the selection process by the use of review media and standard bibliographies. They can provide guidelines for collection-building, although the initiation of book orders is usually the responsibility of the faculty or subject specialists on the library staff. The traditional method of ordering books is on an individual title-by-title basis. There are now, however, more automated methods that require less staff time, such as giving a book dealer a standing order to send books that fit the library's specified subject needs. Substantial savings may be effected, but the resulting collection may not be as adequate as one selected individually.

The size of a collection is often used as a quantitative measure of a library's adequacy. Variables utilized to determine adequate size include the following:

1. The size, composition, resident status, and intellect of the student body.
2. The size, quality, and research orientation of the faculty.
3. The nature of the curriculum, including the number of fields by degree level.
4. The number and type of professional schools.
5. The method of instruction related to library use.
6. The proximity of the campus to other libraries.[7]

The size of the collection does not in itself determine adequacy. Library standards based solely on the number of volumes fail to provide a clear picture of the library's ability to support the institution's academic programs. An accurate picture of each library's adequacy can be obtained only by examining a variety of qualitative factors in relation to the role and scope of the institution.

At present the State of Louisiana lacks the data needed to measure library adequacy on a reliable quantitative basis, no matter what qualitative variables are applied. A basic core collection is necessary, however, regardless of the role and scope of the institution. *The Board of Regents recommends that each institution examine its library holdings to insure that its core collection is strong enough to provide the necessary support for the curricula and research.*

Bibliographical access to the collection is as important as the quality of the holdings. A library is of little use if its resources are not available to its patrons. The contents of the collection should be cataloged or indexed. The main catalog should serve as a union catalog for the holdings of all departments. The process of cataloging can be made more efficient through cooperative cataloging. The Library of Congress makes available to subscribers catalog cards for a large number of titles. Book catalogs from the Library provide not only cataloging information but also information about holdings in major research libraries in

the country. Certain library networks provide computer catalog card services.

Access to resources also involves knowing what is available through interlibrary loan. State or regional bibliographic centers can be extremely helpful in locating resources and in guiding acquisitions to avoid unnecessary duplication.

Without a qualified staff, an academic library cannot effectively provide its basic services. The staff performs the duties of public service, administration, and technical processing. The size of the staff depends on several factors, including: organization of the library, teaching methods at the institution, the hours that the library is open, and the size and character of the collection.

The adequacy of a library is also measured by the quality of the physical facilities: central location; efficient design; provision for expansion; and adequate areas for student seating and staff work. A major unsolved problem is providing sufficient shelf space for books and periodicals. For example, in the last two years of major library construction (1973-74), newly created shelving capacity came to only twenty-five million volumes nationwide, while collections grew by forty-one million.[9] With the decline in construction funds in Louisiana, facility expansion to accommodate more volumes is an unrealistic objective. Ideally, library shelves should be designed to accommodate both present volumes and future acquisitions. The space problem can be further alleviated through increased use of microfilm and microfiche.

A library needs access to computers and other technological devices that will allow it to take advantage of other resources through consortia and networks. This may be a means of cutting costs.

Providing the elements that constitute quality academic libraries—a strong collection, access to resources, a professional staff, and adequate physical facilities and equipment—requires a substantial budgetary commitment. Factors influencing budgetary needs include (1) the library's holdings, (2) the prevailing methods of instruction, (3) the size of the faculty and student body, (4) the extent of individual studies programs, and (5) the scope of graduate programs.[10] The greatest expenditure is for staff salaries. Operating costs are continually rising, leaving a smaller percentage of the library's operating funds for the acquisition of books, periodicals, and other materials. The Board of Regents' *State Appropriation Formula* recommends that, at a minimum, five percent of each institution's educational and general expenditures be devoted to library support.

With budgets for higher education tightening, it is increasingly difficult to build adequate collections. Each library should have a solid core collection to which it steadily adds volumes to meet the changing needs of the institution. The present financial situation does not permit each academic library to develop autonomously to meet all the needs of the institution.

In light of this situation, the cooperative use of library resources offers an efficient alternative. The continuation and development of cooperative efforts between and among both public and independent academic libraries should be supported.

One of the oldest and most widely used methods of interlibrary cooperation is interlibrary loan. Its primary function is to provide libraries access to needed research materials they do not own. While the service may be used for other purposes than research, it should not be relied on for basic library materials. The major burden of providing the materials is placed on the larger research libraries. Because the privilege of borrowing from these libraries has often been abused, the ALA interlibrary loan guidelines suggest that requests be "limited to the unusual items which the borrowing library does not own and cannot readily obtain at a moderate cost." Materials borrowed from other libraries supplement the library's core collection, increasing its ability to support research without greatly increasing expenditures.

For an interlibrary loan service to be effective, two barriers must be overcome—locating the materials and relaying them from one library to another quickly and inexpensively. Technological innovations are helping to increase efficiency. The teletype is widely used. Facsimile can be used to transmit microfilmed texts instantly from one place to another. Photocopies are usually sent, rather than the original.

The Library of Congress's National Union Catalog provides a record of holdings at major research libraries in the United States, an essential aid to locating library materials outside the state. Since 1971, Louisiana's libraries have been able to improve interlibrary loan transactions through the use of the Louisiana Numercial Register (LNR), funded by the Federal government and administered through the State Library. The LNR is a data base consisting of the Library of Congress (LC) card number and a location code for books in academic, public, and special libraries. All academic institutions in Louisiana participate in this voluntary effort. The location of a book can be quickly determined without making a series of inquiries. Louisiana was the first state to develop this type of system.

Another means of gaining access to library resources is through participation in library consortia. In addition to sharing their resources, members may also realize savings through cooperative purchasing and joint planning of acquisitions to avoid unnecessary duplication. Academic, public and special libraries in different regions of Louisiana have developed cooperative arrangements. Table 21 in Appendix A displays the library consortia currently active in the state. The Green-Gold Library System is one example of a cooperative arrangement.

The Green-Gold Library System, a library consortium serving eight northwestern parishes, provides efficient interlibrary loan services. (Member parishes are Caddo, Bienville, Bossier, Claiborne, DeSoto, Red River, Sabine, and Webster. Academic libraries involved are Northwestern's, LSU-Shreveport's, SUSBO's, and Centenary's.) Members of the system can make loan requests over the telephone, rather than having to prepare typed forms. Materials are located through the use of the Louisiana Numerical Register and a Green-Gold Union List of Serials. Activities of the system are coordinated by the central office at Shreve Memorial Library in Shreveport, which directs loan requests from smaller libraries in the outlying parishes to the libraries owning the materials. In addition to interlibrary loan, the system also issues a library card which allows patrons to check out books and periodicals from any public library in the eight-parish area. This privilege has not been extended to academic and special libraries because of the institutions' primary responsibilities to the student who is dependent on the library resources for his/her education. Public libraries may access academic library books through interlibrary loan.

Library consortia may also operate beyond state boundaries. The Center for Research Libraries, described as a "library for libraries," began as a cooperative effort among the midwestern universities to provide library materials not available in their collections. The nonprofit center now has members in other parts of the country and is supported by yearly membership dues. By joining the Center for Research Libraries, the Louisiana State University-Baton Rouge library has gained access to the Center's three million volume collection and the British Library Lending Division's collection of some forty-four thousand current journal titles, thereby greatly expanding its research capabilities. The cost of LSU's membership is $8,400 yearly; the cost of purchasing the materials or acquiring them through regular interlibrary loan would be far greater.

Computerized library networks are rapidly developing throughout the nation as technological capabilities expand. The automation of library services offers potential cost-saving benefits to higher education. Networks offer such services as shared cataloging and computerized union catalogs. Connecting the individual networks presents the possibility of a national network, a bibliographic data base which would locate library resources throughout the country. The Southeastern Library Network (SOLINET) offers members in the region shared cataloging services and the capability of accessing the computer services of national networks.

In spite of the benefits to Louisiana's institutions from participation in the various library consortia and acquisition of other services, the state must substantially increase support of our academic libraries. The LSU-BR library is a statewide resource with responsibility to share its collection with other institutions, especially for the benefit of those students and faculty engaged in research at the graduate and professional levels and beyond. In order for the LSU-BR library to meet this responsibility, it must be maintained and supported as the state's primary academic research library.

In summary, the major problems facing academic libraries in Louisiana include (1) the inadequacy of the collections; (2) the shortage of funds for acquisitions, operations, and facilities; (3) the lack of space for meeting future growth needs; and (4) the lack of a state library data base.

*The Board of Regents recommends that it form a task force on academic libraries, composed of representatives of all public institutions of higher education, to develop a state plan for the more efficient use of library resources. Some issues which may be addressed by the task force are:*

(1) The statewide coordination of acquisitions and the feasibility of mass purchasing of materials.

(2) The feasibility of each institution developing comprehensive holdings in a specific number of academic specialties, beyond the core collection needed to support the academic programs. Access to the specialized resources could be achieved through interlibrary loan and improved networks.

(3) The further development of computer capabilities in higher education to support academic libraries, including networking.

(4) The creation of regional state depositories for little-used research materials, with provisions for ready access. By removing these materials from the libraries, space could be released for the shelving of materials which are in high demand.

(5) The establishment of a state library card system, allowing library patrons access to any library in the state.

---

[1]John S. Brubacher and Willis Rudy, *Higher Education in Transition* (New York: Harper & Row Publishers, 1968), p. 97.

[2]*Ibid.*

[3]Howard Clayton, "The American College Library, 1800-1860," *Reader in American Library History,* ed. Michael H. Harris, (Washington, D.C.: Microcard Editions, 1971), p. 94.

[4]Brubacher, p. 189.

[5]Kenneth Brough, "The Heart of the University," *Reader in American Library History,* p. 211.

[6]Association of College and Research Libraries of the American Library Association *Standards for College Libraries,* 1959.

[7]D. Kent Halstead, *Statewide Planning in Higher Education* (Washington, D.C.: U. S. Government Printing Office, 1974), p. 703.

[8]*Standards for College Libraries.*

[9]Daniel Gore, "The View from the Tower of Babel," *Library Journal* (September 15, 1975), p. 1600.

[10]*Standards for College Libraries.*

---

## Chapter XI
## Financing Higher Education

There are many important tangibles necessary to the successful operation of higher education. Supporting the purpose and quality of all education is the adequacy of funding. Quality higher education requires a significant monetary commitment as well as mechanisms to ensure the equitable allocation of appropriations.

### General Fund Revenue Projections

Louisiana has had for many years an abundant supply of natural resources, primarily oil and natural gas. These natural resources have provided a major source of revenue to underwrite a substantial part of the operations of State government. For the taxpayer it has meant a lighter personal tax burden, but the boon of revenues based on natural resources had two shortcomings: first, natural resource taxes generally have been based on volume rather than value, resulting in these taxes failing to increase at a level necessary to compensate for inflation; and second, oil and gas are depletable resources; many reservoirs have become unproductive, and new discoveries are not keeping pace with depletion. In the face of a high rate of inflation, inflexible Federal price controls on oil and gas transported across the state lines have also had a detrimental effect on the revenue potential of these resources.

The importance of Louisiana's declining severance tax revenues as well as declining revenues available from mineral royalties, leases and bonuses is clearly demonstrated in Table 22, Appendix A. This projected decrease is marginally offset by anticipated small increases in revenues from other tax sources. Yet the projected average annual growth rate for State revenues of 3.9 percent over the next five years is unlikely to meet the demands placed on these revenues. Governor Edwards and the Legislature demonstrated considerable vision by enacting in 1977 a major tax package increasing revenues available from two sources which have growth potential—personal income tax and the corporate income tax. (Revised revenue projections reflecting these recent increases are not yet available. The additional revenues, however, have already been allocated to salary increases for the current fiscal year.)

Louisiana's current revenue projections have severe implications for all governmental agencies, but especially higher education because of the relatively low level of State appropriations in the recent past. Table 23, Appendix A, reflects Louisiana's weak position when compared to the other forty-nine states in terms of State appropriation increases over the last ten years: Louisiana ranked number fifty in the nation with an increase of 147 percent, while the other SREB states increased in a range of 217 percent to 668 percent. By comparison, Texas, Arkansas, Mississippi and Tennessee's percentage increases over the last ten years were 458, 300, 319, and 300, respectively.

During these same ten years, Louisiana's population increased approximately 6.5 percent, and headcount enrollment in public institutions of higher education soared from 78,595 to 130,069. At the same time these years witnessed an increase by seven of campuses requiring State support, including new schools of dentistry, medicine, and veterinary medicine. Taken alone, these institutions account for a large proportion of the increased appropriations for higher education. Adjusting for inflation, the 147 percent increase in State appropriations indicates a real increase of 32 percent or only 3.2 percent annually during this time of unprecedented growth. (Adjusted for inflation by 86.5 percent as measured by D. K. Halstead's Higher Education Price Index.) Reviewing the more recent period of 1974-75 through 1976-77, the increase in appropriations for Louisiana was 16 percent or thirty-seventh in the nation, a much better rank. Adjusting this increase for inflation, however, de-

flates it to zero in real income for a three-year period. These figures indicate that Louisiana's system of higher education has been the recipient of steady State funding far longer than that term has been in vogue. The implications for achieving the constitutional goal of excellence in education are less than optimistic. Additionally, this level of funding partially explains the poor condition of higher education facilities to be discussed in Chapter XII and would indicate that institutional maintenance programs have suffered through the years of tight budgets.

**Louisiana's Ability to Fund Higher Education**

In examining the funding ability of the states, two principal measures often used are appropriations per capita and appropriations per $1,000 of personal income. Appropriations per capita are indicative of a state's general effort, while appropriations per $1,000 of personal income relate to a state's level of effort compared to the wealth of its population and its ability to finance government and education. Louisiana in 1976-77 ranked thirty-fifth nationally in appropriating $56.71 per capita for higher education. This is $8.50, or 13 percent, below the national average. To attain the SREB average of $62.74 per capita for higher education, Louisiana would need to appropriate an additional $23 million to its higher education institutions. Louisiana's appropriation of $11.58 per $1,000 of personal income ranked twenty-eighth nationally and tenth among the fourteen SREB states in 1976-77.

*The Board of Regents recommends that at an absolute minimum Louisiana's level of support per capita for higher education be increased to the average of the SREB states.*

These two yardsticks of financial support—appropriations per capita and appropriations per $1,000 of personal income—are commonly used and understood indices. There is, however, some disagreement among educational planners as to their validity since they are directly related to population. An indicator oriented more directly to higher education for comparative purposes is appropriations per full-time equivalent student (FTE) at similar institutions. Using this measure, Table 24, Appendix A, shows that Louisiana's appropriation per FTE in 1976-77 ranged from $258 to $605 below the regional average for a master's level and a small doctoral level institution, respectively. Furthermore, during the past five years of rapid inflation when prices increased 38 percent, the SREB average state appropriation per FTE student increased 42 percent, but Louisiana experienced only a four percent increase in State appropriations per FTE. Applying the factors to reach the average in Table 24 for all groups would require an additional appropriation of $44.7 million. This is a significant sum but, again, would only represent reaching the average position for the region.

*The Board of Regents recommends that Louisiana strive to reach the regional average of appropriations per full-time equivalent student.*

The foregoing findings with respect to the level of funding for higher education might seem to indicate that Louisiana's support of education in general is poor, yet an examination of State appropriations for elementary and secondary schools indicates that they received 55.9 percent of their support from State appropriations, ranking twelfth in the nation and almost 13 percent above the national average. This level of expenditures represented 26.3 percent of the 1976-77 State budget while higher education's share was 12.6 percent. The level of State support for elementary and secondary education is commendable, but must be viewed with reservations because of the contradictory position of less than adequate support for higher education. This contrast in levels of support becomes even more incongruent in the face of continuing needs for developmental courses in colleges and universities.

While the State bears the major costs of both levels of education, many students enter Louisiana's colleges and universities without adequate preparation. The preparation gap results in the offering of developmental education programs by institutions of higher learning to bridge the gap and bring students to a level where they are academically prepared to pursue higher education. Thus, the State pays twice for services in effect duplicated. Aggravating the situation is the fact that the duplication occurs at the collegiate level where salaries are higher, increases in financial support have been minimal, and limited class sizes associated with developmental instruction necessarily entail a greater cost per student. The net result is that colleges and universities, operating on already tight budgets, annually divert significant sums to developmental programs rather than allocate those funds to strengthen traditional college-level offerings. Despite the inefficiency built into a system of duplicative functions and costs, until admissions become more selective or until the college-bound student is more adequately prepared, it will be necessary for colleges and universities to offer developmental programs.

If higher education in Louisiana is to have a bright future, it will be necessary for the State of Louisiana to reorder its priorities for the statewide allocation of general appropriations. Higher education must be given a higher priority; it must be viewed as an investment in the State's future.

*The Board of Regents recommends that State government place a much higher priority on providing additional State funding for higher education in order to achieve the goals set forth in this plan.*

Louisiana's access to available revenues has not begun to approach exhaustion. This conclusion is borne out by the most recent edition of SREB's annual publication *State and Local Revenue Potential.* The report examines major revenue sources and computes potential yields as compared to actual collections, where applicable, for each state. Above average yields are considered "over utilization" of a source, while below average yields are termed "under utilization." Table 25, Appendix A, is a synopsis of various over and under utilized revenue sources in Louisiana and indicates that Louisiana's net position is one of under utilization of approximately $369 million annually. According to SREB information, Louisiana's principal under utilized sources are the general property tax and the individual income tax. The table graphically displays the existence of unrealized revenue potential that could be allocated to higher education and other State services, depending on the demands of the public for higher quality as well as the willingness of the public to bear a greater tax burden.

**Tuition and Fees**

The term "tuition and fees" is frequently construed too broadly and without the distinction the two terms require. This distinction is important in accurately determining the percentage of educational and general costs which should be borne by the student. "Tuition" is defined as "the mandatory amount assessed each student for admission to a college or university with the resultant revenues expended for instructional purposes." In contrast, "fees" is defined as "those charges or costs for goods, services, privileges, equipment or facilities that may be mandatory or optional."

To minimize access barriers to higher education, Louisiana has traditionally maintained low tuition and an open admissions policy. In 1976-77, the higher education management boards increased tuition by fifty dollars per semester with varying implementation dates. Estimates are that a full year's revenues from this increase will yield approximately eleven million dollars. But even with the increase, Louisiana's tuition ranks forty-fifth in the nation. The relatively low level of tuition and fees charged by public institutions of higher education in Louisiana

indicates that this is another potential source of additional funds. Taking the current financial plight of higher education into consideration, a gradual increase in tuition, coupled with a sound package of student financial assistance, could contribute significantly to improving the financial position of higher education without creating a hardship for the student.

In fiscal 1976-77, the State of Louisiana, through appropriations, provided approximately four dollars to defray the cost of each student's education for every one dollar provided by the student. In other words, the State contribution was eighty percent while the student contribution was twenty percent. As discussed later in this chapter, the Board of Regents proposes to consider, in the context of revision of the *State Appropriation Formula,* establishing a fixed relationship between tuition and State appropriations. A similar approach was one of the recommendations of the recent Carnegie Commission on Higher Education and has been implemented in several states. The Carnegie Commission recommended that the student's share of his/her cost of education be increased gradually to one-third (33 1/3 percent) of instructional costs. Actual percentages used vary from state to state and within each state, depending upon the types of institutions and the programs they offer. Nationally, the range extends from sixteen percent to the level recommended by the Carnegie Commission. The lower range is usually found at two-year community colleges with large enrollments and curriculum requirements not as complex or costly as those at major research universities.

In Louisiana, a phased-in increase in tuition which would result in the student's contributing one dollar for every three dollars contributed by the State should not be prohibitive to any individual when coupled with a comprehensive program of student financial aid. Such an increase would result in a State share of seventy-five percent and a student share of twenty-five percent. (The increase, however, would actually exceed five percent because the current "tuition and fees" include certain assessments that would not be contained in "tuition" as defined in this plan.)

The concept of assessing a percentage of educational costs to students should recognize and establish different levels of tuition depending on the level and complexity of instruction. The recognition of the different costs of various levels and types of instruction can produce needed new revenues without discouraging student access and opportunity. The management boards, in making these decisions, should exercise care not to jeopardize access to expensive professional programs by establishing excessive tuition for those programs. It would be unrealistic, for example, to expect a medical student to bear twenty-five percent of the cost of his/her lengthy and expensive medical education. Furthermore, in order to maintain open access to the higher education system, tuition at two-year schools should remain low. It should be reemphasized, however, that a gradual increase in tuition accompanied by effective administration of financial aid resources represents a pragmatic means of keeping pace with rising instructional costs. This is borne out by a recent study of student financial assistance conducted in Louisiana by the American College Testing Program:

> The current and potential funding situation, as indicated by this study, could indicate that an increase in tuition at 4-year public institutions and vocational-technical schools could be implemented. The in-state tuition and fees for the 4-year public institutions are significantly below the national average. The impact of any such increase could be offset by efficiently managed financial aid resources.[1]

*The Board of Regents recommends that the three higher education management boards begin gradually increasing tuition to a level where by 1983 tuition alone will generate approximately one dollar for every three dollars appropriated by the State for the cost of the student's education with the amounts not to exceed SREB averages for comparable programs at comparable institutions. Professional programs and two-year institutions should be exempt from the implementation of the full increase, and each institution should clearly differentiate between "tuition and fees." Fees should be levied by management boards in accordance with institutional need. The tuition increase should be accompanied by State support for a comprehensive package of student financial assistance for those who demonstrate need. Out-of-state tuition should be raised proportionately.*

**Student Financial Assistance**

The importance of student financial aid in terms of benefits to students and society cannot be over-emphasized. Nor can the recommendations of this chapter be fully implemented without a greater commitment on the part of the State to the full utilization of available student aid funds. A case in point is Louisiana's low level of participation in the State Student Incentive Grant (SSIG) program through which a significant amount of Federal funds is allocated annually to each state on a dollar-for-dollar match basis. Louisiana's failure to match the allocation in 1976-77 and 1977-78 has cost the State $850,000 in Federal funds. Coupled with the State match, this amounts to $1.7 million or 4,050 grants of $420 each which could have been made available to the most needy Louisiana students over the two-year period.

The ACT study calls for increased State involvement in student aid efforts and specifically recommends a need-based grant program specifically directed at very needy students not currently attending Louisiana higher education institutions and suggests implementing this recommendation by matching available Federal SSIG funds.

*To accomplish the purposes of this chapter and to improve student access, the Board of Regents recommends to the Governor and the Legislature the appropriation of additional student financial assistance funds at a level commensurate with the level of SSIG funds and any other programs available annually from the Federal government.*

Effective student aid programs can be especially important to needy students and their institutions in the face of tuition increases. In many instances any increase in tuition can be absorbed by a combination of Federal, State and institutional student aid programs. For example, exceptionally needy students frequently qualify for up to four need-based programs: the Basic Educational Opportunity Grant, the Supplemental Educational Opportunity Grant, the State Student Incentive Grant, and the College Work-Study Program. A package including one or more of these programs can provide sufficient funds to exceptionally needy students to cover all costs of tuition, fees, room and board, books and supplies and a limited amount of spending money.

Because of the nature of student aid programs and particularly their relation to each other, the ACT study has recommended a number of ways to streamline the administration of student financial aid programs, including: (1) a coordinated plan for the delivery of State, Federal and institutional aid funds; (2) standardized data reporting for financial aid programs; (3) the provision of a single form for all students applying for assistance under need-based programs; and (4) increased staffing and other resources for institutional financial aid operations.

*The Board of Regents recommends that those agencies and institutions charged with administering financial aid operations give careful consideration to the administrative and management-related recommendations embodied in the ACT study.*

While needy students may qualify for all student aid programs for which Federal funds are appropriated, two programs availa-

ble at the State level are more likely to assist students from middle-income families who often fail to qualify for need-based grants. These are the Guaranteed Student Loan (GSL) program and the T. H. Harris Scholarship program. The GSL program provides for commercial lenders to make loans to postsecondary students at an interest rate of seven percent with the Federal government paying an additional interest supplement to lenders. Under this program Louisiana students secured loans totaling $6.5 million during 1975-76, according to the Louisiana Higher Education Assistance Commission. The ACT study made several suggestions with respect to this program:

> A significantly increased state guaranteed student loan plan would help meet fund deficits in all types of institutions . . . An increased loan program could also address the objective of easing the financial burden for those families who have less than critical need but for whom current cash flow may be a problem . . . An increased effort to obtain lender involvement should be considered.

*The Board of Regents recommends that the Higher Education Assistance Commission and its successor agency give careful consideration to the ACT recommendations for increasing the State Guaranteed Student Loan program.*

The T. H. Harris Scholarship program, a totally State-funded grant, is available to a certain number of students with B averages. Its value ranges from one hundred dollars to one hundred twenty-five dollars per semester, but because of limited State funding of the program, only 1,700 grants are awarded annually.

*The Board of Regents recommends that the T. H. Harris Scholarship program be funded at a considerably higher level in order to assist students from middle-income families who may not qualify for need-based student assistance programs.*

**Federal Vocational Education Funds**

The combination of State appropriations and student tuition and fees account for ninety-six percent of unrestricted revenues available to Louisiana's public colleges and universities. The balance comes from varied sources such as private donations or contributions, interest and investment earnings, sales and services, and, particularly, Federal programs. In view of the lack of two-year occupational programs cited in this plan and the high start-up costs entailed by instituting these programs, it is necessary to review carefully all potential sources of funds which might be used to defray a portion of these costs.

Under the Education Amendments of 1976, higher education institutions may qualify for vocational education funds specifically for the purpose of offering associate degree programs in occupational areas where there is a proven employment demand. Additionally, funds are available to assist in supporting colleges and universities' vocational teacher education programs, guidance and counseling efforts, research and curriculum development, and in the acquisition of instructional equipment.

*The Board of Regents recommends that the Five-Year State Plan for Vocational Education recognize the vocational education programs offered by colleges and universities by specifically allocating to higher education institutions a reasonable portion of Federal vocational education funds received annually by the State Board of Elementary and Secondary Education.*

**Expenditures**

One means of offsetting inadequate funding levels is cost-effective expenditure of available funds. This requires central direction and financial control at the institutional level to assure the proper commitment of funds to meet the objectives of the institutions as set forth in this plan and institutional planning documents. Institutions can meet these objectives by merging comprehensive planning, organizational responsibility, institutional policy, and modern accounting practices and procedures into a smooth, flexible system of operations.

Institutional managers, in evaluating goals and objectives, should compare their overall unrestricted general expenditures by functional categories to the recommended categorical percentages contained in the *State Appropriation Formula*. It is also useful to compare these same expenditures with those of peer institutions. These indicators can serve to alert administrators when expenditures are not being directed toward primary educational purposes. Table 26, Appendix A, makes a comparison of education and general expenditures (E & G) percentages of expenditures of each institution along with recommended levels. These institutions are arranged in groups of similarity of degree offerings as listed by SREB.

To draw valid conclusions from information such as that provided in Table 26, it is extremely important that information for all reporting and comparative purposes be standardized and uniform. This fact clearly points out the necessity of common reporting and accounting definitions. For this reason the Board of Regents' *Uniform Chart of Accounts, Data Element Dictionary* and the *National Association of College and University Business Officers* (NACUBO) *Administrative Handbook* are to serve as guidelines for reporting purposes.

*In order to increase the fiscal efficiency of higher education and in order to clarify the uniqueness of budgetary needs in higher education, the Board of Regents offers the following recommendations:*

*1. That all institutions of higher education use a common accounting system as well as common accounting practices and controls to provide for compatability, to insure the best possible use of available funds, and to insure that expenditures do not exceed available revenues and fund balances;*

*2. That each institution develop a routine procedure to plan for current and future expenditures in order to prevent incremental dysfunctional commitments; i.e., that institutions will not be committed to expanding current expenditures in situations in which increases may not be warranted;*

*3. That revenues generated by the Formula be used for E & G purposes only, except under extenuating circumstances, and then only after receipt of management board approval and review by the Board of Regents.*

**Formula Funding**

The basis on which most State general funds are appropriated to the colleges and universities is the *State Appropriation Formula*. For this reason the *Formula* must receive continuous attention and modification to sustain its principal purposes of providing equitable and adequate funding among the formularized institutions. The first of these, equity, is being achieved. Unfortunately, the second, adequacy, has not yet been reached. The *Formula*, in providing for equity, also recognizes that some situations and circumstances require a method or procedure for special funding. Provision is made for these requirements in Section VIII, Special Requests. This Section permits an institution or board to seek funding for a variety of purposes in addition to normal formula funding, e.g., special projects, research, public service, new programs, land, large equipment, etc. The Board of Regents recognizes that special appropriations may be required under exceptional and unusual circumstances, and these requests will be considered based on need, merit, and the desire to enhance the quality of academic programs. The lack of adequacy has occurred because the priority assigned to higher education in the State budget has not been sufficient to generate funds necessary to implement the formula at a level of a hundred percent.

*In order to give higher education the priority it deserves in the State budget, the Board of Regents recommends full funding of the Formula.*

The *State Appropriation Formula* was developed and in use prior to the adoption of the Louisiana Constitution of 1974. The importance of a method of equitable distribution of State funds is reiterated and specifically called for in the new Constitution. The *Formula* as originally conceived pertained only to the appropriation of State general funds revenues and excluded self-generated funds as well as other sources of revenue. This encouraged the institutions to seek additional funds from other sources to enhance the quality of their programs.

During the past several years in which the *Formula* has been in effect, it has been modified only minimally. Recently a consen-

sus has developed for giving various factors of the *Formula* greater attention. As stated earlier, the *Formula* fails to include funds generated by tuition. Additionally, there are some indications that the *Formula* does not adequately provide for those costs not related to student credit hour production. For these reasons, as well as the necessity of ensuring the *Formula's* adequacy, the Board of Regents has determined to institute an in-depth study to evaluate, update and, where appropriate, restructure the *Formula*. The committee charged with this task will initially direct its emphasis to the following considerations:

1. Reevaluation and adjustment of dollar values where necessary;
2. Expansion of program areas where appropriate;
3. Identification of student credit hour values by course level;
4. Alteration of the *Formula* to reflect the actual student credit hour production by providing for immediate increases in funding as this production increases;
5. Special recognition and funding procedures for organized research and public service responsibilities assigned by this plan;
6. Special recognition and funding procedures for developmental education programs where necessary;
7. Recognition of and funding provisions for special or extraordinary responsibilities or duties assigned institutions of higher education by the executive or legislative branches of State government;
8. Review of funding methods for costs not related to student credit hour production, including those for faculty development programs and other measures proposed in this plan to improve the quality of higher education;
9. Encouragement and assistance to institutions in obtaining maximum funds from other sources;
10. Continuance of the main thrust of the *Formula*, i.e., the equitable allocation of State appropriations for higher education's operations;
11. Inclusion of tuition revenues in the amount of funds required by the *Formula*; and
12. Provision of the adjustments listed above while maintaining the structural flexibility of the *Formula* to meet changing needs.

### Electronic Data Processing

The continued expanding integration of electronic data processing into all higher educational operations has direct financial implications. Thus, the computer resources must be considered in terms of their ability to meet institutional goals as well as the goals of this plan. The development of computer resources in higher education has in the past lacked overall coordination and planning. For various reasons, all institutions did not assign the same degree of importance to computer operations. This lack of planning has resulted in a broad variance in levels of resources, degrees of sophistication and equipment compatibility. Another product of this situation has been extensive duplication of effort in serving the needs of users, a costly method of development in both time and money which should not be continued. More economical methods of electronic data processing are now available to provide the services needed by all institutions of higher education in Louisiana.

Computer and communications technology can provide access and capabilities on a needs basis without a vast investment in large computers on every campus. The acceptance of the utility data processing concept will permit all colleges and universities to reach an adequate level of development without the duplication of costs that has occurred in the past. "Utility" connotes access to needed services without regard to actual location or ownership of major computing hardware. The utility concept in electronic data processing has become widespread through the use of "networks" of computer resources. Networking is simply a joining together of resources via communication media, wire lines or microwave transmissions.

A network within higher education in Louisiana is entirely feasible and will work. Networks are already in existence in many business and industrial operations and also in higher education in other states. They do require cooperation and compromise among users, but the reduced costs and expanded capabilities more than compensate for any minor loss of autonomy.

The Louisiana Legislature is cognizant of the need for computer networking within higher education. In the 1977 Regular Session, the Legislature adopted House Concurrent Resolution 299 containing the following introduction:

> To authorize and request the colleges and universities, and the management boards thereof and the Board of Regents to develop and implement a statewide network of data processing capabilities and to provide with respect thereto.

*To comply with this legislative request, the Board of Regents recommends the establishment of a statewide higher education data processing network in a timely and economically feasible manner to provide for the reasonable needs of every public institution of higher education in Louisiana and urges the cooperation of the three management boards in this endeavor.*

---

[1]*Postsecondary Undergraduate Student Financial Aid Resources and Need Study, Based on the 1975-76 Academic Year,* American College Testing Program, p. 93.

---

## Chapter XII
## Physical Facilities

### An Overview

Of major concern to every college and university is the condition of its physical plant and its ability to foster quality programs of instruction. During the decades of the fifties and sixties, and into the early seventies, the prime consideration of most higher education facility planners was the addition of new facilities to meet burgeoning enrollments. Needs were evident on every campus. They included classrooms, laboratories and office space on all campuses, as well as cafeterias, dormitories and special purpose facilities on most campuses. During this era of unprecedented growth, Federal funds were available for new construction projects. Institutional capital outlay budget requests necessarily emphasized the construction of new buildings. Despite this impetus, colleges and universities more often than not found it impossible to keep pace with steadily increasing enrollments.

The advent of the seventies brought the realization that not every institution's enrollment could continue to increase steadily in the face of the declining rate of live births. Some older institutions began to see declines in enrollments as newer institutions became established. In some cases lower enrollments resulted in empty dormitories and/or unnecessary cafeterias. This meant declining revenues pledged to meet debt service requirements on bonds issued to build auxiliary enterprises. Louisiana's system of higher education thus suffered from a lack of effective planning. This lack of planning is still noticeable today, as some institutions find it difficult to meet the reserve requirements of outstanding bond covenants.

Prior to the most recent reforms in the capital outlay budgeting process, the determination of projects to be funded often depended on which institution could summon the most political support. Since 1976, the Legislature has been more prone to assign capital outlay priorities based on need as determined by the Board of Regents with the assistance of a facilities inspection team and the automated facilities inventory and utilization system. As a result, the State is placing greater emphasis on renova-

tions and major repairs to update and recycle existing buildings, thus to preserve and protect the State's investment in existing higher education facilities. Consequently, recent capital outlay legislation has struck a balance between new construction and repairs and renovations.

One area requiring immediate attention of the colleges and universities and State government is the removal of architectural barriers which have stood in the way of equal access for handicapped students. Federal legislation and regulations requiring that institutions make all new buildings accessible to the handicapped have now been extended to include any existing buildings which house academic programs or support services sought by the handicapped. To meet the Federal deadline of 1980, institutions must carefully assess all structures to be made accessible to the handicapped and give these repair and renovation projects a high priority when submitting capital budget requests.

In times of leveling enrollments, Louisiana has an opportunity to bring all higher education facilities up to an adequate-to-excellent state of repair. While Louisiana's colleges and universities will continue to need new academic and administrative facilities (e.g., to replace outdated facilities and to meet new or unmet needs), higher education must give equal attention—and in most cases more immediate attention—to providing essential major repairs, to upgrading the performance of day-to-day maintenance, and to instituting well-defined, effective, preventive maintenance programs.

Institutions faced with steady State financing must take advantage of new concepts and technology that at least will curb the increase in maintenance and energy costs, if not offer tangible savings. New technology available to institutions with large physical plants provides sophisticated means of reducing the peak electrical load and monitoring the preventive maintenance needs of energy-generating and energy-using equipment. Effective facility planning at the State level and at the institutional level must be based on the premise that each institution's educational mission may be enhanced by effective, efficient operation and maintenance of its physical plant. The implementation of strong preventive maintenance and energy conservation programs should be at the heart of each institution's facility plan.

*The Board of Regents recommends that all Louisiana colleges and universities institute model preventive maintenance and energy conservation programs.*

### Operations and Maintenance Budgets

In view of inadequate operating budgets for colleges and universities, high utility costs, and general inflationary pressures throughout society, institutions must rely more on nonoperating budget revenues to foster more efficient maintenance of physical plants. In Louisiana most institutions can supplement their operations and maintenance budget—particularly on a project basis—through the use of building use fee revenues, nonformula appropriations generated by race track funds, and, in a few cases, oil and gas revenues, and net profits from auxiliary enterprises. These revenues should be looked to as a means of alleviating safety hazards and other emergencies in addition to providing major repairs where desirable.

A major deterrent to effective maintenance programs, according to most physical plant administrators, has been the shortage of well-qualified skilled trades personnel and the difficulty in competing for these personnel within the limits of the civil service pay scale. The State Civil Service Commission recently has recognized this problem. A new pay plan approved in June, 1977, ties the pay scale of more experienced skilled trades employees to the scale of comparable employees at the Federal level. The revised pay scale, coupled with provisions for some adjustments at the entry level, should serve to make the public colleges and universities more competitive with local industries in recruiting and retaining maintenance employees.

Maintenance capability—the availability of both personnel and funds for operations and maintenance—must receive greater consideration at the institution level. An institution can ill afford—in times of limited increases in operating budgets—to expand its physical plant beyond its ability to employ skilled trades personnel and to meet rising operating costs. The late 1970's and early 1980's will require careful planning to avoid expansion of physical plants to the detriment of each institution's operating budget and thus its financial stability. This period will necessitate careful planning in the scheduling of classes (to conserve energy), efficient utilization of existing facilities, a realistic assessment of the feasibility of converting existing facilities to meet new or unmet needs, and the sharing of special purpose facilities by institutions in proximity to one another.

### Capital Outlay Budget Reviews

The Board of Regents shall continue to review carefully the capital outlay budget requests of the public colleges and universities. This review process will be accomplished through the use of three approaches: (1) a comparison of each institution's inventory and utilization data with its enrollment trends; (2) on-site visits periodically to each campus by a facilities inspection team; and (3) recommendations by the Board of Regents to the Governor and the Legislature of higher education capital improvement priorities, based on the findings of (1) and (2).

To measure capital improvement needs using objective criteria, the Board of Regents is in the process of implementing automated facilities inventory and utilization systems. The principal objective of the inventory system is to identify, categorize, and describe all land holdings and physical structures that are owned or used by the institutions. The building analysis information in the inventory system to date supports the Board's intention to place primary emphasis on repairs, renovations, and preventive maintenance. As shown in Table 27, Appendix A, of the 1,191 buildings that have been inventoried to date, approximately fifty percent are classed in adequate condition by the institutions. Approximately fourteen percent require moderate repairs while almost thirty percent will require substantial repairs and renovations to bring the buildings up to acceptable standards. Preventive maintenance measures must be immediately implemented in order to prevent further deterioration of institutional facilities. Institutional capital outlay plans should place primary emphasis upon bringing all buildings up to acceptable standards before any new construction plans are implemented.

The facilities utilization system is "primarily designed to reflect the utilization of classrooms, class laboratories, and special class laboratories in regularly scheduled periods of instruction."[1] Classroom and laboratory utilization data are presented at half-hour intervals from 8:00 a.m. to 10:00 p.m. by room capacity and function. Tables 28 and 29 in Appendix A depict classroom and laboratory utilization data for four time periods. Classroom utilization is typically heavier in the morning hours with laboratory utilization peaking in the afternoon hours. Laboratory utilization is generally lower than general purpose classroom utilization due to the special nature of laboratories. Classroom and laboratory utilization reports are coupled with student station occupancy data. This combination provides information useful in planning for the proper balance between large and small classrooms and laboratories in any proposed facility.

Currently the utilization reports reflect only normally scheduled activities in classrooms and laboratories. Certain public service activities, such as short conferences or meetings, may

not be reflected in the utilization reports. Future reports will incorporate existing information and information currently being collected into a series of subsidiary reports that will more accurately portray space utilization. The current facilities reports provide an enormously valuable amount of planning information that can be used by both the institutions and the Board in determining capital outlay needs.

Using information from the automated facilities reporting system, a facilities inspection team can, in conjunction with its on-site visits, conduct an informed review of institutions' capital budget requests, comparing institutional requests and needs with statewide requests and needs and evaluating all requests on a unit-cost basis. Facilities inspection teams will be appointed periodically and will be composed of architects, engineers, physical plant administrators, representatives of State agencies, senior campus and system administrators and representatives of the Board of Regents.

**Capital Improvements Priorities**

The five-year capital outlay program recommended by the Board of Regents represents a proposed funding schedule for higher education capital improvements on a statewide basis. Of the two hundred million dollar program recommended in 1976, the Legislature has seen fit to fund more than one hundred million dollars, indicating that the program is realistic. Although it is termed a five-year capital improvements program, those projects funded in the fifth year—1981—may not in some cases, be completed until 1985 or 1986. Thus the five-year funding schedule represents to some extent a ten year construction program.

*In light of enrollment projections for the 1980's and 1990's, the Board of Regents necessarily will be conservative in its capital improvements recommendations and recommends that the colleges and universities be conservative in their requests.*

Of the approximately ninety million dollars in projects recommended by the Board of Regents but not yet funded by the Legislature, most would fall in one of the following categories:

1. Renovations of existing facilities;
2. Additions to or construction of new libraries;
3. Additions to or construction of central utility plants and improvements to utilities delivery systems;
4. Air conditioning of academic facilities;
5. Construction of new facilities for nursing education;
6. Improvements to music and fine arts buildings;
7. Improvements to and construction of administration buildings.

With the exception of new facilities for nursing, a field in which enrollments have doubled in the past few years, these seven categories indicate that over the next decade, Louisiana capital improvement needs will be a reflection of efforts to improve existing facilities rather than respond to increased enrollments.

*In line with this trend, the Board of Regents recommends the following guidelines for determining capital improvement priorities over the next five years:*

*1. Elimination of bona fide emergencies and safety hazards;*

*2. Projects undertaken on a self-generated basis;*

*3. Elimination of architectural barriers in order to provide adequate access and opportunity for handicapped students;*

*4. Renovation of existing facilities, where possible, and construction of new facilities, where necessary, to provide additional two-year occupational programs as recommended in this plan;*

*5. Major repairs and renovations designed to upgrade existing facilities and to protect the public's investment in college and university plants;*

*6. Acquisition of necessary equipment;*

*7. Improvements to physical plants aimed at reducing institutional operating costs, e.g., energy management systems and central utility plants;*

*8. Replacement of existing facilities in those cases wherein renovation or recycling is impractical and the existing facility represents a marked impediment to the educational mission of the institution;*

*9. Capital improvement projects essential to accommodate current enrollment; (Projects in this priority should be substantiated by documentation of efficient scheduling of classes and a high degree of utilization of existing facilities.)*

*10. Capital improvements projects deemed necessary to accommodate realistic projected increases in enrollment.*

Over the next five years, capital budget requests will be measured against these guidelines, as well as others that may be deemed relevant.

**Unique Facilities**

Higher education in Louisiana also must place emphasis on the sharing of existing facilities to avoid the high cost of constructing duplicated facilities. Opportunities exist not only in Louisiana but also throughout the southern region for institutions of higher learning to benefit from unique and uncommon facilities available on college and university campuses. The Southern Regional Education Board, through agreements with the southern states, makes certain facilities available to scholars in this region. Among unique facilities found in Louisiana are the thirty-six inch reflecting telescope at Clinton; the Rural Life Musem, the Oil Well Blowout Prevention School, the Sugar Factory and Anglo-Art Musem, all at Louisiana State University-Baton Rouge; the Archive of New Orleans Jazz at Tulane; the Herbarium at Northeast; the Marine Biology Laboratory at the mouth of Bayou Lafourche, operated by Nicholls State University; and the Biomedical Engineering Laboratory at Louisiana Tech University. (For a complete listing, see SREB's *Catalog of Uncommon Facilities in Southern Universities.*) Through SREB, Louisiana makes these facilities available to scholars throughout the region, and, in turn, similar uncommon or unique facilities throughout the region are made accessible to Louisiana scholars.

*The Board of Regents recommends that the SREB continue to support sharing of uncommon facilities throughout the region in order to increase learning and research opportunities and to reduce the need for duplicating expensive installations and equipment.*

**Summary**

Louisiana's investment in college and university physical plants has a replacement value in excess of one billion dollars. This is an investment which must be preserved and expanded on an orderly, well-planned basis, with careful attention to rapidly increasing operating costs. For the next five years and throughout the decade of the 1980's, it will be critical that physical plant expansion be maintained within reasonable bounds. In the 1960's and early 1970's, Louisiana's institutions of higher education were far more successful in generating funding for new facilities than in obtaining operating budgets commensurate with the cost of operating new facilities and maintaining older facilities. The Board of Regents is mindful that proposals for special purpose facilities, e.g., assembly centers and stadia, although usually expensive to build and operate, enjoy considerable support from student bodies, faculties, administrators, and because of their public service function, the general public. Nevertheless, until operating budgets are increased significantly and until college and university plants are updated and equipped to meet the academic and administrative needs of higher education statewide, the Board of Regents will continue to exercise restraint in considering or recommending such projects to the

Governor and the Legislature. In making this determination, the Board of Regents in no way suggests that such facilities are unimportant to the cultural and athletic life of each campus and its community. Rather, the Board must consider such facilities in terms of their construction costs, operating costs, bonded debt service requirements vis-a-vis projected State revenues, as well as such facilities' potential utilization when compared to the utilization of academic and administrative facilities.

As enrollments stabilize in the 1980's higher education in Louisiana has the opportunity to bring all physical plants abreast of needs—in terms of space, safety, accessibility, and the goal of supporting quality programs of instruction, research and public service. Consistent with the priorities outlined in this plan and consistent with each institution's role, scope and mission, the Board of Regents shall assist wherever possible in this endeavor.

---

[1]*Board of Regents' Facilities Manual,* 1975, p. S-U-1.

---

## Chapter XIII
## The Future Agenda

A concept presented in Chapter I of this document should be repeated here: planning is a continous process. No single planning cycle can identify all the issues which will confront higher education in the near future, nor can any planning document assure satisfactory solutions to all identifiable issues. This fact is evidenced throughout this master plan by the Board's commitment to continued research and exploration in such areas as library cooperation, sharing of resources, developmental education, computer networking, and funding of higher education. (See Chapters X, VI, VIII, XI.) The Board of Regents will continue its efforts in the areas of statewide policy and planning in the years ahead.

No single agency, working in isolation, can hope for success in planning for the future of higher education. All groups affected by the condition of higher education must cooperate to achieve the order and excellence sought through planning. Without the willing, active, constructive efforts of the students, the faculties, the administrators, the management boards, the Board of Regents, the Governor, and the Legislature, the most carefully conceived plan will be doomed to failure.

In addition to the issues identified in earlier chapters of this document which indicate the direction of future planning, there are several additional matters which require consideration.

First, the lack of a comprehensive data base on which decisions and recommendations must be founded has hampered this initial planning effort. The Board of Regents is aware that institutions are besieged with requests for information from independent researchers, private organizations, and governmental agencies at all levels. The Board of Regents is equally aware that appropriate decisions can be made only if accurate, comparable data are the foundation for those decisions. Therefore, the Board of Regents will continue its efforts to build a comprehensive higher education data base. Reports generated from this base will provide valuable guidance to institutional planners, management boards, the Board of Regents, and the Legislature. The cooperation of all public and independent institutions of higher education in Louisiana is imperative if this effort is to succeed.

A second matter which should be addressed at an early date is the use of public television in higher education. Louisiana's public television network now reaches two-thirds of the state's population. Proficient use of this medium for purposes of instruction and public service can greatly enhance the educational attainment and the quality of life of the citizens. Careless use of public television can diminish the quality of instruction and dilute the benefits of the higher education experience. The Board of Regents will work with the Louisiana Educational Television Authority and its higher education advisory group to develop statewide guidelines for the effective use of public television in higher education.

A third matter which has caused concern among institutions of higher education is out-of-state institutions operating in Louisiana. While these institutions are required by law to register with the Board of Regents, the Board has no control over their activities and the required registration does not imply State approval. The Board of Regents will continue to monitor both the number of out-of-state institutions operating in Louisiana and the extent of their offerings. If such activity appears to become excessive, or if it appears to be a threat to the Louisiana citizen seeking quality higher education, the Board of Regents will propose legislation providing for assessment and approval of such programs.

Planning is a necessary but risky endeavor. Planners must be sensitive to change and prepared to respond to it. Undoubtedly there are many matters other than those identified in this document which will require attention in the future but cannot be anticipated at this time. The Board of Regents will continue its efforts to identify the problems which will face higher education and will continue to participate vigorously and constructively in seeking solutions to those problems.

## Appendix A
## Tables and Figures

### Table 1

**Total Population 1970, 1975; Projections to 1980, 1985, 1990**

| State | Total Population (000's) | | | | | Percent Change | |
|---|---|---|---|---|---|---|---|
| | 1970 | 1975 | 1980 | 1985 | 1990 | 1975-85 | 1980-90 |
| United States | 203,304 | 213,121 | 222,472 | 233,804 | 244,832 | 9.7 | 10.1 |
| SREB States | 58,945 | 64,108 | 68,217 | 72,744 | 77,315 | 13.5 | 13.3 |
| South as a Percent of U.S. | 29.0 | 30.1 | 30.7 | 31.1 | 31.6 | ... | ... |
| Alabama | 3,444 | 3,614 | 3,722 | 3,827 | 3,910 | 5.9 | 5.1 |
| Arkansas | 1,923 | 2,116 | 2,233 | 2,357 | 2,483 | 11.4 | 11.2 |
| Florida | 6,791 | 8,357 | 9,686 | 11,247 | 12,989 | 34.6 | 34.1 |
| Georgia | 4,588 | 4,926 | 5,184 | 5,438 | 5,657 | 10.4 | 9.1 |
| Kentucky | 3,221 | 3,396 | 3,512 | 3,642 | 3,762 | 7.2 | 7.1 |
| Louisiana | 3,642 | 3,791 | 3,946 | 4,123 | 4,285 | 8.8 | 8.6 |
| Maryland | 3,924 | 4,098 | 4,297 | 4,531 | 4,754 | 10.6 | 10.6 |
| Mississippi | 2,217 | 2,346 | 2,456 | 2,567 | 2,668 | 9.4 | 8.6 |
| North Carolina | 5,084 | 5,451 | 5,777 | 6,067 | 6,328 | 11.3 | 9.5 |
| South Carolina | 2,591 | 2,818 | 2,965 | 3,091 | 3,192 | 9.7 | 7.7 |
| Tennessee | 3,926 | 4,188 | 4,327 | 4,486 | 4,651 | 7.1 | 7.5 |
| Texas | 11,199 | 12,237 | 13,042 | 14,002 | 15,000 | 14.4 | 15.0 |
| Virginia | 4,651 | 4,967 | 5,208 | 5,450 | 5,680 | 9.7 | 9.1 |
| West Virginia | 1,744 | 1,803 | 1,862 | 1,916 | 1,956 | 6.3 | 5.0 |

Sources: U.S. Department of Commerce, Bureau of the Census, *Current Population Reports*, Series P-25, No. 615 (November, 1975); and National Planning Association (NPA) *Regional Projection Series*, 1976.

### Table 2

Population Ages 18 to 24 as a Percentage of Total Population in 1975, 1980, 1985, and 1990 in the United States and SREB

| State | 1975 | 1980 | 1985 | 1990 |
|---|---|---|---|---|
| United States | 12.8 | 13.1 | 11.8 | 10.2 |
| SREB States | 12.9 | 13.0 | 11.8 | 10.4 |
| Alabama | 12.4 | 12.3 | 10.4 | 8.5 |
| Arkansas | 11.3 | 11.3 | 10.4 | 8.9 |
| Florida | 11.8 | 12.3 | 11.8 | 11.1 |
| Georgia | 13.4 | 13.4 | 12.3 | 10.9 |
| Kentucky | 12.6 | 12.6 | 11.1 | 9.3 |
| Louisiana | 13.6 | 13.8 | 12.2 | 10.1 |
| Maryland | 12.9 | 13.4 | 12.8 | 11.1 |
| Mississippi | 12.7 | 12.6 | 10.6 | 8.3 |
| North Carolina | 13.5 | 13.1 | 11.7 | 10.3 |
| South Carolina | 13.9 | 13.2 | 11.3 | 9.9 |
| Tennessee | 12.5 | 12.4 | 11.2 | 9.7 |
| Texas | 13.5 | 13.6 | 12.4 | 11.1 |
| Virginia | 13.9 | 14.1 | 13.1 | 11.4 |
| West Virginia | 11.0 | 10.0 | 8.0 | 6.3 |

Sources: U.S. Department of Commerce, Bureau of the Census, *Current Population Reports*, Series P-25, No. 615 (November, 1975); and National Planning Association (NPA) *Regional Projection Series*, 1976.

**Table 3**

**Total Degrees Conferred by Level and HEGIS Discipline in Louisiana's Institutions of Public Higher Education, 1972-73**

| HEGIS Category | Assoc. | Bach. | Mast. | Prof. | Doct. | Total |
|---|---|---|---|---|---|---|
| Agri. and Natural Resources | - | 410 | 49 | - | 18 | 477 |
| Arch. and Environ. Design | - | 127 | 5 | - | - | 132 |
| Area Studies | - | 8 | 7 | - | 1 | 16 |
| Biological Sciences | - | 443 | 103 | - | 19 | 565 |
| Business and Management | - | 2,385 | 251 | - | 10 | 2,646 |
| Communications | - | 158 | 16 | - | - | 174 |
| Computer and Infor. Sciences | - | 169 | 18 | - | 4 | 191 |
| Education | - | 3,419 | 1,916 | - | 45 | 5,380 |
| Engineering | - | 823 | 108 | - | 14 | 945 |
| Fine and Applied Arts | - | 280 | 75 | - | 4 | 359 |
| Foreign Languages | - | 140 | 22 | - | 12 | 174 |
| Health Professions | - | 659 | 4 | 192 | - | 855 |
| Home Economics | - | 236 | 22 | - | - | 258 |
| Law | - | 29 | - | 234 | - | 263 |
| Letters | - | 562.5 | 125 | - | 21 | 708.5 |
| Library Science | - | 36 | 120 | - | - | 156 |
| Mathematics | - | 277 | 96 | - | 16 | 389 |
| Military Science | - | - | - | - | - | - |
| Physical Science | - | 199 | 59 | - | 27 | 285 |
| Psychology | - | 296.5 | 49 | - | 13 | 358.5 |
| Public Affairs and Services | - | 255 | 91 | - | - | 346 |
| Social Sciences | - | 1,379 | 110 | - | 25 | 1,514 |
| Interdisciplinary Studies | - | 490 | 8 | - | - | 498 |
| Business and Commerce Tech. | 139 | - | - | - | - | 139 |
| Data Processing Tech. | 25 | - | - | - | - | 25 |
| Health Serv./Paramed. Tech. | 122 | - | - | - | - | 122 |
| Mech. and Engineering Tech. | 118 | - | - | - | - | 118 |
| Natural Science Tech. | 8 | - | - | - | - | 8 |
| Public Service Tech. | 35 | - | - | - | - | 35 |
| Arts and Sciences | 28 | - | - | - | - | 28 |
| Total | 475 | 12,781 | 3,254 | 426 | 229 | 17,165 |

Source: HEGIS Form No. 2300-2.1. *Degrees and Other Formal Awards Conferred Between July 1, 1972 and June 30, 1973.*

**Table 4**

**Total Degrees Conferred by Level and HEGIS Discipline in Louisiana's Institutions of Public Higher Education, 1973-74**

| HEGIS Category | Assoc. | Bach. | Mast. | Prof. | Doct. | Total |
|---|---|---|---|---|---|---|
| Agri. and Natural Resources | - | 452 | 63 | - | 22 | 537 |
| Arch. and Environ. Design | - | 129 | 8 | - | - | 137 |
| Area Studies | - | 3 | 8 | - | - | 11 |
| Biological Sciences | - | 440 | 111 | - | 37 | 588 |
| Business and Management | - | 2,542 | 228 | - | 22 | 2,792 |
| Communications | - | 280 | 10 | - | - | 290 |
| Computer and Infor. Sciences | - | 156 | 18 | - | - | 174 |
| Education | - | 3,482 | 2,121 | - | 55 | 5,658 |
| Engineering | - | 902 | 103 | - | 15 | 1,020 |
| Fine and Applied Arts | - | 297 | 70 | - | 3 | 370 |
| Foreign Languages | - | 123 | 8 | - | 7 | 138 |
| Health Professions | - | 756 | 21 | 194 | 2 | 973 |
| Home Economics | - | 257 | 16 | - | - | 273 |
| Law | - | 45 | - | 295 | - | 340 |
| Letters | - | 497 | 125 | - | 18 | 640 |
| Library Science | - | 18 | 78 | - | - | 96 |
| Mathematics | - | 218 | 83 | - | 6 | 307 |
| Military Science | - | - | - | - | - | - |
| Physical Science | - | 188 | 55 | - | 38 | 281 |
| Psychology | - | 319 | 52 | - | 14 | 385 |
| Public Affairs and Services | - | 424 | 87 | - | - | 511 |
| Social Sciences | - | 1,405 | 135 | - | 24 | 1,564 |
| Interdisciplinary Studies | - | 508 | 5 | - | - | 513 |
| Business and Commerce Tech. | 273 | - | - | - | - | 273 |
| Data Processing Tech. | 60 | - | - | - | - | 60 |
| Health Serv./Paramed. Tech. | 165 | - | - | - | - | 165 |
| Mech. and Engineering Tech. | 212 | - | - | - | - | 212 |
| Natural Science Tech. | 28 | - | - | - | - | 28 |
| Public Service Tech. | 76 | - | - | - | - | 76 |
| Arts and Sciences | 50 | - | - | - | - | 50 |
| Total | 864 | 13,441 | 3,405 | 489 | 263 | 18,462 |

Source: HEGIS Form No. 2300-2.1. *Degrees and Other Formal Awards Conferred Between July 1, 1973 and June 30, 1974.*

**Table 5**

Total Degrees Conferred by Level and HEGIS Discipline
in Louisiana's Institutions of Public Higher Education, 1974-75

| HEGIS Category | Assoc. | Bach. | Mast. | Prof. | Doct. | Total |
|---|---|---|---|---|---|---|
| Agri. and Natural Resources | - | 465 | 60 | - | 11 | 536 |
| Arch. and Environ. Design | - | 216 | 4 | - | - | 220 |
| Area Studies | - | 15 | - | - | 1 | 16 |
| Biological Sciences | - | 483 | 92 | - | 40 | 615 |
| Business and Management | - | 2,538 | 191 | - | 28 | 2,757 |
| Communications | - | 197 | 15 | - | - | 212 |
| Computer and Infor. Sciences | - | 182 | 12 | - | 2 | 196 |
| Education | - | 3,614 | 2,181 | - | 59 | 5,854 |
| Engineering | - | 717 | 79 | - | 9 | 805 |
| Fine and Applied Arts | - | 324 | 80 | - | 4 | 408 |
| Foreign Languages | - | 156 | 20 | - | 2 | 178 |
| Health Professions | - | 864 | 34 | 258 | - | 1,156 |
| Home Economics | - | 287 | 28 | - | - | 315 |
| Law | - | 47 | - | 297 | - | 344 |
| Letters | - | 513 | 105 | - | 15 | 633 |
| Library Science | - | 28 | 89 | - | - | 117 |
| Mathematics | - | 144 | 43 | - | 9 | 196 |
| Military Science | - | 7 | - | - | - | 7 |
| Physical Science | - | 195 | 54 | - | 46 | 295 |
| Psychology | - | 315 | 60 | - | 6 | 381 |
| Public Affairs and Services | - | 361 | 141 | - | - | 502 |
| Social Sciences | - | 1,035 | 122 | - | 18 | 1,175 |
| Interdisciplinary Studies | - | 762 | 8 | - | - | 770 |
| Business and Commerce Tech. | 317 | - | - | - | - | 317 |
| Data Processing Tech. | 53 | - | - | - | - | 53 |
| Health Serv./Paramed. Tech. | 311 | - | - | - | - | 311 |
| Mech. and Engineering Tech. | 223 | - | - | - | - | 223 |
| Natural Science Tech. | 40 | - | - | - | - | 40 |
| Public Service Tech. | 106 | - | - | - | - | 106 |
| Arts and Sciences | 27 | - | - | - | - | 27 |
| Total | 1,077 | 13,465 | 3,418 | 555 | 250 | 18,765 |

Source: HEGIS Form No. 2300-2.1. *Degrees and Other Formal Awards Conferred Between July 1, 1974 and June 30, 1975.*

**Table 6**

Total Degrees Conferred by Level and HEGIS Discipline
in Louisiana's Institutions of Public Higher Education, 1975-76

| HEGIS Category | Assoc. | Bach. | Mast. | Prof. | Doct. | Total |
|---|---|---|---|---|---|---|
| Agri. and Natural Resources | - | 490 | 62 | - | 28 | 580 |
| Arch. and Environ. Design | - | 219 | 4 | - | - | 223 |
| Area Studies | - | 3 | 3 | - | 1 | 7 |
| Biological Sciences | - | 537 | 129 | - | 27 | 693 |
| Business and Management | - | 2,480 | 262 | - | 27 | 2,769 |
| Communications | - | 194 | 11 | - | - | 205 |
| Computer and Infor. Sciences | - | 159 | 14 | - | 4 | 177 |
| Education | - | 3,407 | 2,137 | - | 47 | 5,591 |
| Engineering | - | 792 | 82 | - | 8 | 882 |
| Fine and Applied Arts | - | 340 | 86 | - | 6 | 432 |
| Foreign Languages | - | 107 | 9 | - | 1 | 117 |
| Health Professions | - | 1,103 | 78 | 241 | 1 | 1,423 |
| Home Economics | - | 285 | 25 | - | - | 310 |
| Law | - | 37 | - | 311 | - | 348 |
| Letters | - | 377 | 118 | - | 15 | 510 |
| Library Science | - | 21 | 92 | - | - | 113 |
| Mathematics | - | 98 | 35 | - | 5 | 138 |
| Military Science | - | 3 | - | - | - | 3 |
| Physical Science | - | 169 | 50 | - | 22 | 241 |
| Psychology | - | 336 | 82 | - | 3 | 421 |
| Public Affairs and Services | - | 397 | 115 | - | - | 512 |
| Social Sciences | - | 1,001 | 129 | - | 9 | 1,139 |
| Interdisciplinary Studies | - | 850 | 44 | - | - | 894 |
| Business and Commerce Tech. | 430 | - | - | - | - | 430 |
| Data Processing Tech. | 61 | - | - | - | - | 61 |
| Health Serv./Paramed. Tech. | 536 | - | - | - | - | 536 |
| Mech. and Engineering Tech. | 280 | - | - | - | - | 280 |
| Natural Science Tech. | 64 | - | - | - | - | 64 |
| Public Service Tech. | 196 | - | - | - | - | 196 |
| Arts and Sciences | 83 | - | - | - | - | 83 |
| Total | 1,650 | 13,405 | 3,567 | 552 | 204 | 19,378 |

Source: HEGIS Form No. 2300-2.1. *Degrees and Other Formal Awards Conferred Between July 1, 1975 and June 30, 1976.*

**Table 7**

Total Degrees Conferred by Level and HEGIS Discipline
in Louisiana's Institutions of Public Higher Education, 1976-77

| HEGIS Category | Assoc. | Bach. | Mast. | Prof. | Doct. | Total |
|---|---|---|---|---|---|---|
| Agri. and Natural Resources | - | 531 | 56 | - | 9 | 596 |
| Arch. and Environ. Design | - | 225 | 10 | - | - | 235 |
| Area Studies | - | 2 | 1 | - | 3 | 6 |
| Biological Sciences | - | 520 | 116 | - | 23 | 659 |
| Business and Management | - | 2,440 | 220 | - | 19 | 2,679 |
| Communications | - | 242 | 7 | - | - | 249 |
| Computer and Infor. Sciences | - | 189 | 18 | - | 3 | 210 |
| Education | - | 3,143 | 2,281 | - | 45 | 5,469 |
| Engineering | - | 787 | 85 | - | 10 | 882 |
| Fine and Applied Arts | - | 307 | 71 | - | 7 | 385 |
| Foreign Languages | - | 80 | 19 | - | 3 | 102 |
| Health Professions | - | 1,111 | 73 | 305 | - | 489 |
| Home Economics | - | 305 | 42 | - | - | 347 |
| Law | - | 34 | - | 322 | - | 356 |
| Letters | - | 282 | 103 | - | 14 | 399 |
| Library Science | - | 17 | 93 | - | - | 110 |
| Mathematics | - | 101 | 32 | - | 7 | 140 |
| Military Science | - | 8 | - | - | - | 8 |
| Physical Science | - | 173 | 53 | - | 24 | 250 |
| Psychology | - | 284 | 70 | - | 11 | 365 |
| Public Affairs and Services | - | 337 | 134 | - | - | 471 |
| Social Sciences | - | 895 | 95 | - | 23 | 1,013 |
| Interdisciplinary Studies | - | 857 | 65 | - | - | 922 |
| Business and Commerce Tech. | 446 | - | - | - | - | 446 |
| Data Processing Tech. | 87 | - | - | - | - | 87 |
| Health Serv./Paramed. Tech. | 461 | - | - | - | - | 461 |
| Mech. and Engineering Tech. | 333 | - | - | - | - | 333 |
| Natural Science Tech. | 77 | - | - | - | - | 77 |
| Public Service Tech. | 192 | - | - | - | - | 192 |
| Arts and Sciences | 94 | - | - | - | - | 94 |
| Total | 1,690 | 12,870 | 3,644 | 627 | 201 | 19,032 |

Source: HEGIS Form No. 2300-2.1. *Degrees and Other Formal Awards Conferred Between July 1, 1976 and June 30, 1977.*

**Table 8**

Enrollment Projections for Louisiana Institutions of Higher Education, 1980, 1985, 1990

| Institution | 1976 * | 1980 | % Change * * | 1985 | % Change * * | 1990 | % Change * * |
|---|---|---|---|---|---|---|---|
| Delgado | 10,227 | 10,878 | 6.4 | 9,286 | -9.2 | 8,443 | -17.4 |
| Grambling | 4,047 | 4,846 | 19.7 | 4,892 | 20.9 | 5,018 | 24.0 |
| Louisiana Tech. | 8,823 | 10,240 | 16.1 | 9,414 | 6.7 | 8,839 | 0.2 |
| McNeese | 5,986 | 6,678 | 11.6 | 6,245 | 4.3 | 5,985 | 0.0 |
| Nicholls | 6,271 | 7,746 | 23.5 | 6,765 | 7.9 | 6,200 | -1.1 |
| Northeast | 9,143 | 9,470 | 3.6 | 8,426 | -7.8 | 7,611 | -16.8 |
| Northwestern | 6,426 | 7,193 | 11.9 | 6,421 | -0.1 | 5,857 | -8.8 |
| Southeastern | 6,972 | 8,291 | 18.9 | 7,811 | 12.0 | 7,571 | 8.6 |
| USL | 12,899 | 14,277 | 10.7 | 12,784 | -0.9 | 11,646 | -9.7 |
| LSU-A | 1,506 | 1,646 | 9.3 | 1,421 | -5.6 | 1,300 | -13.7 |
| LSU-BR | 24,596 | 26,126 | 6.2 | 25,188 | 2.4 | 24,712 | 0.5 |
| LSU-E | 992 | 1,070 | 7.9 | 918 | -7.5 | 839 | -15.4 |
| LSU-S | 3,095 | 3,218 | 4.0 | 2,888 | -6.7 | 2,665 | -13.9 |
| UNO | 14,047 | 16,358 | 16.4 | 16,074 | 14.4 | 16,187 | 15.2 |
| Southern-BR | 9,022 | 10,739 | 19.0 | 9,824 | 8.9 | 9,220 | 2.2 |
| Southern-NO | 3,305 | 4,485 | 35.7 | 3,999 | 21.0 | 3,627 | 9.7 |
| Southern-S | 949 | 1,123 | 18.3 | 962 | 1.4 | 876 | -7.7 |
| Centenary | 910 | 1,062 | 16.7 | 1,098 | 20.7 | 1,149 | 26.3 |
| Dillard | 1,183 | 1,227 | 3.7 | 1,226 | 3.6 | 1,223 | 3.4 |
| La. College | 1,278 | 1,483 | 16.0 | 1,342 | 5.0 | 1,231 | -3.7 |
| Loyola | 4,500 | 5,783 | 28.5 | 5,630 | 25.1 | 5,547 | 23.3 |
| OLOHC | 689 | 2,824 | 309.9 | 2,749 | 299.0 | 2,670 | 287.5 |
| St. Mary's | 840 | 616 | -26.7 | 550 | -34.5 | 502 | -40.2 |
| Tulane | 9,284 | 9,220 | -0.7 | 9,561 | 3.0 | 9,901 | 6.6 |
| Xavier | 1,907 | 2,176 | 14.1 | 2,017 | 5.8 | 1,909 | 0.1 |

*Actual.

* *Percentage change is from base year 1976.

Source: Louisiana Board of Regents.

Note: Louisiana State University Medical Center is not included.

**Table 9**

Enrollment Projections for Louisiana Institutions of Higher Education Using Cohort Survival Technique and Assuming SREB Participation Rates
1980, 1985, and 1990

| Institutions | 1980 | | 1985 | | 1990 | |
|---|---|---|---|---|---|---|
| | Using Cohort Survival | Assuming SREB Partic. Rates | Using Cohort Survival | Assuming SREB Partic. Rates | Using Cohort Survival | Assuming SREB Partic. Rates |
| Delgado | 10,878 | 11,835 | 9,286 | 10,411 | 8,443 | 9,063 |
| Grambling | 4,846 | 5,284 | 4,892 | 5,488 | 5,018 | 5,379 |
| Louisiana Tech | 10,240 | 11,138 | 9,414 | 10,553 | 8,839 | 9,483 |
| McNeese | 6,678 | 7,266 | 6,245 | 7,006 | 5,985 | 6,413 |
| Nicholls | 7,746 | 8,422 | 6,765 | 7,588 | 6,200 | 6,656 |
| Northeast | 9,470 | 10,312 | 8,426 | 9,441 | 7,611 | 8,158 |
| Northwestern | 7,193 | 7,835 | 6,421 | 7,200 | 5,857 | 6,284 |
| Southeastern | 8,291 | 9,028 | 7,811 | 8,753 | 7,571 | 8,126 |
| USL | 14,277 | 15,523 | 12,784 | 14,329 | 11,646 | 12,487 |
| LSU-A | 1,646 | 1,798 | 1,421 | 1,606 | 1,300 | 1,405 |
| LSU-BR | 26,126 | 28,404 | 25,188 | 28,234 | 24,712 | 26,493 |
| LSU-E | 1,070 | 1,174 | 918 | 1,041 | 839 | 905 |
| LSU-S | 3,218 | 3,505 | 2,888 | 3,247 | 2,665 | 2,859 |
| UNO | 16,358 | 17,798 | 16,074 | 18,017 | 16,187 | 17,350 |
| Southern-BR | 10,739 | 11,688 | 9,824 | 11,011 | 9,220 | 9,886 |
| Southern-NO | 4,485 | 4,881 | 3,999 | 4,482 | 3,627 | 3,893 |
| Southern-S | 1,123 | 1,229 | 962 | 1,076 | 876 | 953 |
| Independent Total | 24,391 | 26,532 | 24,173 | 27,087 | 24,132 | 25,863 |
| State Total | 168,775 | 183,652 | 157,491 | 176,570 | 150,728 | 161,656 |

Source: Louisiana Board of Regents.
Note: Louisiana State University Medical Center is not included.

**Table 10**

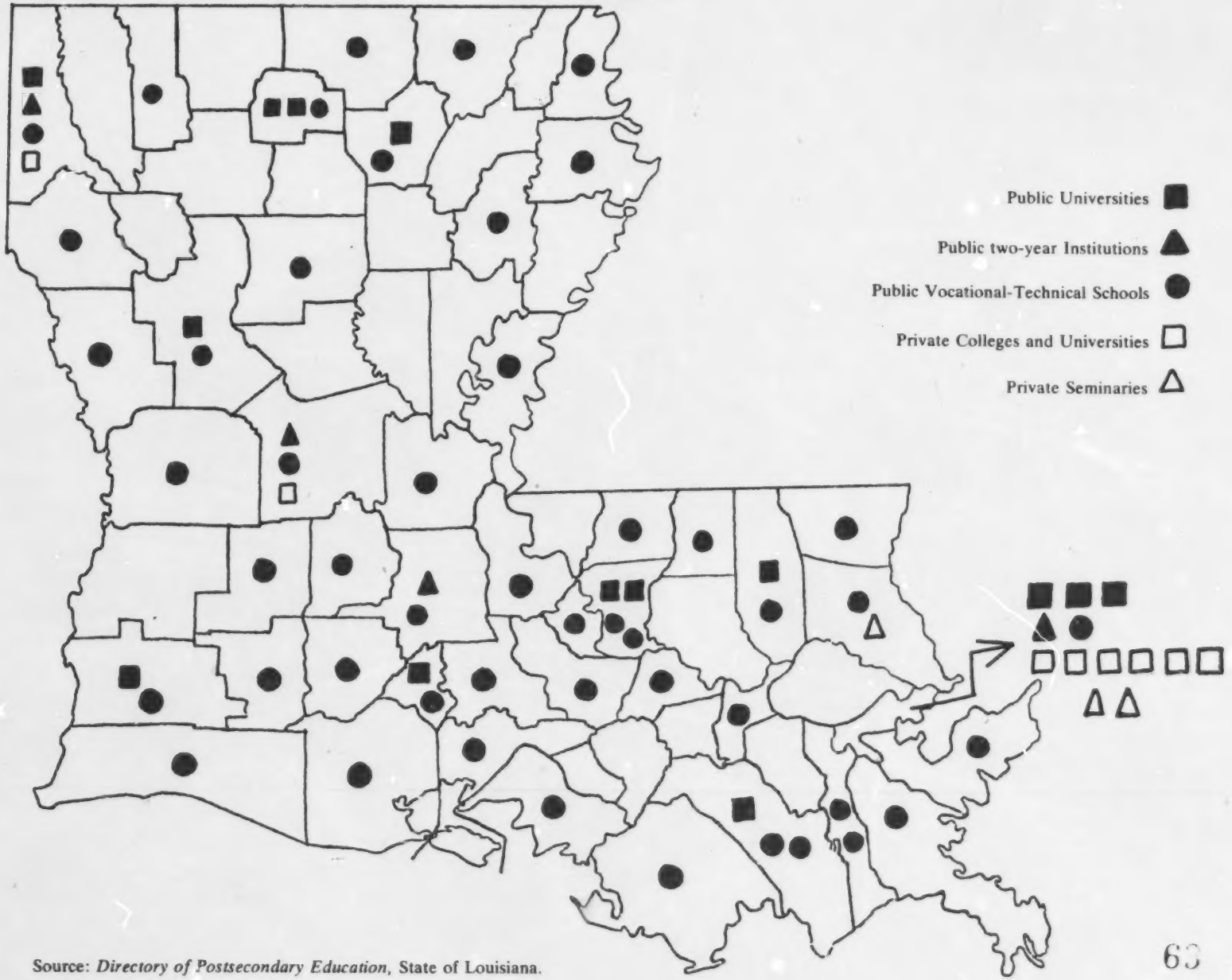
New Programs Approved by the Coordinating Council and Board of Regents 1969-70/1976-77

| HEGIS Category | Certificates | Associates | Bachelors | Masters | Educ. Spec. | Doctoral | Total |
|---|---|---|---|---|---|---|---|
| 0100 Agriculture and Natural Resources | | | | | | | 0 |
| 0200 Architecture and Environmental Design | | 1 | | | | | 1 |
| 0300 Area Studies | | | 1 | | | | 1 |
| 0400 Biological Sciences | | 1 | 1 | 3 | | 2 | 7 |
| 0500 Business and Management | | 1 | 10 | 2 | | | 13 |
| 0600 Communications | | | 2 | | | | 2 |
| 0700 Computer and Information Sciences | | | 2 | 1 | | | 3 |
| 0800 Education | 1 | 2 | 20 | 4 | 1 | 8 | 36 |
| 0900 Engineering | | | 3 | 3 | | 1 | 7 |
| 1000 Fine and Applied Arts | | 3 | 1 | 3 | | 1 | 8 |
| 1100 Foreign Languages | | 2 | 2 | 1 | | | 5 |
| 1200 Health Professions | | | 13 | 3 | | 1 | 17 |
| 1300 Home Economics | | | | | | | 0 |
| 1400 Law | | | | | | | 0 |
| 1500 Letters | | 1 | 2 | 1 | | | 4 |
| 1600 Library Science | | | | | | | 0 |
| 1700 Mathematics | | 1 | 1 | 1 | | | 3 |
| 1800 Military Sciences | | | | | | | 0 |
| 1900 Physical Sciences | | 2 | 3 | 1 | | 1 | 7 |
| 2000 Psychology | | 1 | 1 | 2 | | | 4 |
| 2100 Public Affairs and Services | | | 8 | 5 | | | 13 |
| 2200 Social Sciences | | 4 | 6 | 4 | | 1 | 15 |
| 2300 Theology | | | | | | | 0 |
| 4900 Interdisciplinary Studies | | 5 | 7 | 1 | | | 13 |
| 5000 Business and Commerce Technologies, General | 2 | 16 | | | | | 18 |
| 5100 Data Processing Technologies | 1 | 2 | | | | | 3 |
| 5200 Health Services and Paramedical Technologies | 2 | 17 | | | | | 19 |
| 5300 Mechanical and Engineering Technologies | | 12 | | | | | 12 |
| 5400 Natural Science Technologies | 2 | 13 | | | | | 15 |
| 5500 Public Service Related Technologies | 2 | 12 | | | | | 14 |
| Totals | 10 | 96 | 83 | 35 | 1 | 15 | 240 |

Source: Louisiana Board of Regents

**Figure 11**

**Map of Louisiana's Postsecondary Education Institutions**




Source: *Directory of Postsecondary Education*, State of Louisiana.

**Figure 12**

**Map of Forty-Mile Radius from each Public College or University in Louisiana**

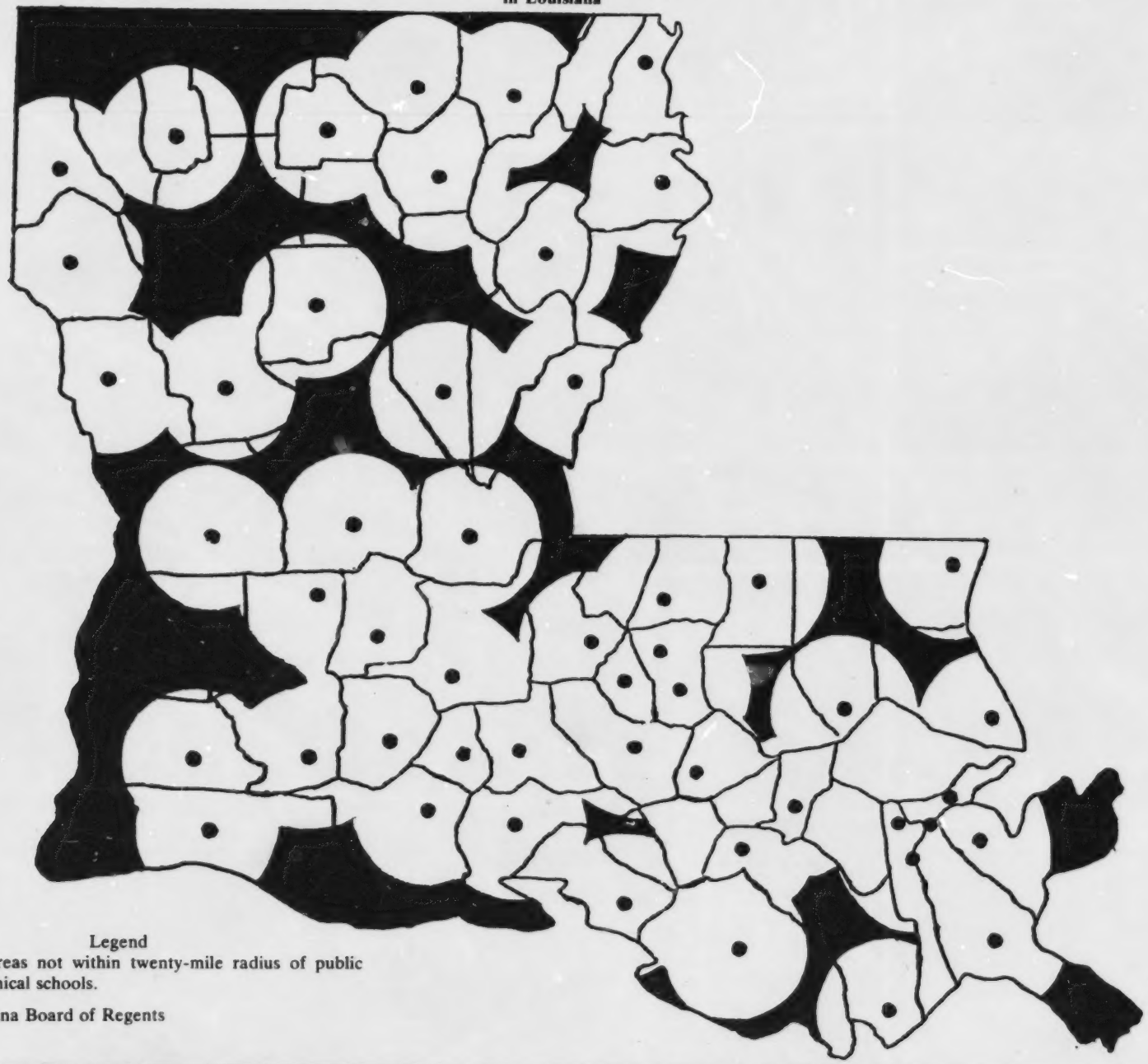
Legend

Black equals areas not within forty mile radius of a college or university.

Source: Louisiana Board of Regents

Figure 13

Map of Twenty-Mile Radius from each Public Vocational-Technical School in Louisiana



Legend

Black equals areas not within twenty-mile radius of public vocational-technical schools.

Source: Louisiana Board of Regents

**Table 14**

Estimated Total Costs—Needy Applicants Only *

| Type of Institution | Average Weighted Dependent Student Budget | Number of Dependent Needy Applicants | Total Dependent Student Applicant Cost | Average Weighted Self-supporting Student Budget | Number of Self-supporting Needy Applicants | Total Self-supporting Applicant Cost | Applicant Cost |
|---|---|---|---|---|---|---|---|
| 4-year Public College/Univ. | $1,900 | 31,897 | $60,604,300 | $3,375 | 5,072 | $17,118,000 | $ 85,494,500 |
| 2-year Public College | 1,600 | 2,382 | 3,811,200 | 3,125 | 1,344 | 4,200,000 | 8,812,300 |
| 4-year Private College/Univ. | 3,800 | 4,894 | 18,597,200 | 5,050 | 689 | 3,479,500 | 25,388,200 |
| Sub-Total | | 39,173 | $83,012,700 | | 7,105 | $24,797,500 | $119,695,000 |
| Public Vocational-Technical | 1,500 | 500 | 750,000 | 3,100 | 175 | 542,500 | 1,292,500 |
| Proprietary | 2,100 | 2,200 | 4,620,000 | 3,825 | 1,100 | 4,207,500 | 8,807,500 |
| Hospital School of Nursing | 1,700 | 200 | 340,000 | 3,050 | 130 | 396,500 | 736,500 |
| Total | | 42,073 | $88,722,700 | | 8,510 | $29,944,000 | $130,531,000 |

*Table 14 is derived by multiplying the average weighted student budgets by the number of dependent and self-supporting student applicants as submitted by the colleges. The total applicant costs are derived by multiplying the total dependent and self-supporting cost by 1.1 for public four-year and two-year colleges and 1.15 for private four-year colleges. This expansion is done to allow for out-of-state students at public institutions who pay higher fees and to allow for two private four-year colleges which did not submit a questionnaire. In addition, some allowance is made for the fact that some needy loan recipients do not apply to the college and are not known by the financial aid administrator.

Source: *Postsecondary Undergraduate Student Financial Aid Resources and Need Study, Based on the 1975-76 Academic Year,* American College Testing Program.

**Table 15**

Aid for Needy Applicants *

| Type of Institution | Total Family Contribution | Total Government Need-Based Aid | ** Estimated Soc. Sec. for Needy Applicants | *** Estimated Vet. Ben. for Needy Applicants | **** Estimated Inst. Aid for Needy Applicants | Total Resources | Total Needy Applicant Need | Difference |
|---|---|---|---|---|---|---|---|---|
| 4-year Public College/Univ. | $37,112,755 | $31,555,181 | $8,662,635 | $ 9,405,847 | $4,090,700 | $ 90,827,088 | $ 85,494,500 | $+5,332,588 |
| 2-year Public College | 3,445,200 | 2,565,712 | 1,125,017 | 1,221,538 | 91,643 | 8,434,196 | 8,812,300 | - 378,104 |
| 4-year Private College/Univ. | 6,637,130 | 8,538,354 | 1,458,442 | 1,588,000 | 1,879,598 | 20,101,524 | 25,388,200 | - 5,286,676 |
| Public Vocational-Technical | 459,000 | 1,584,795 | 1,332,294 | 3,140,324 | 0 | 6,492,379 | 1,292,500 | +5,199,879 |
| Proprietary | 1,447,800 | 2,173,236 | 392,856 | 925,993 | 0 | 4,939,885 | 8,807,500 | - 3,887,615 |
| Hospital School of Nursing | 236,100 | 458,690 | 113,871 | 268,404 | 0 | 1,077,065 | 736,500 | + 340,565 |
| Total | $49,337,955 | $46,875,968 | $13,085,115 | $16,550,105 | $6,061,941 | $131,872,137 | $130,531,000 | $+1,340,637 |

*Because of estimation, totals will vary.
** Estimated to be 80 percent.
*** Estimated to be 50 percent.
**** Multiplied by .4 for four-year public and private, and .5 for two-year public.

Source: Same as above.

**Table 16**

Total Number of Full-Time Faculty in Louisiana Institutions of Higher Education, by Sex 1975-1976

| Institution | Male | | Female | | |
|---|---|---|---|---|---|
| | Number | Percent of Total | Number | Percent of Total | Total |
| Delgado | 174 | 72.5 | 66 | 27.5 | 240 |
| Grambling | 130 | 58.8 | 91 | 41.2 | 221 |
| Louisiana Tech | 234 | 70.9 | 96 | 29.1 | 330 |
| McNeese | 165 | 75.7 | 53 | 24.3 | 218 |
| Nicholls | 139 | 69.1 | 62 | 30.9 | 201 |
| Northeast | 251 | 70.3 | 106 | 29.7 | 357 |
| Northwestern | 174 | 58.4 | 124 | 41.6 | 298 |
| Southeastern | 183 | 66.8 | 91 | 33.2 | 274 |
| Southwestern | 340 | 73.3 | 124 | 26.7 | 464 |
| Trustees System | 1,790 | 68.7 | 813 | 31.2 | 2,603 |
| LSU-A | 35 | 53.8 | 30 | 46.2 | 65 |
| LSU-BR | 791 | 78.3 | 219 | 21.7 | 1,010 |
| LSU-E | 23 | 62.2 | 14 | 37.8 | 37 |
| LSU Medical Center | 394 | 75.3 | 129 | 24.7 | 523 |
| LSU-S | 76 | 67.9 | 36 | 32.1 | 112 |
| UNO | 316 | 78.0 | 89 | 22.0 | 405 |
| LSU System | 1,635 | 76.0 | 517 | 24.0 | 2,152 |
| Southern-BR | 303 | 52.4 | 275 | 47.6 | 578 |
| Southern-NO | 61 | 64.9 | 33 | 35.1 | 94 |
| Southern-S | 23 | 48.9 | 24 | 51.1 | 47 |
| Southern System | 387 | 53.8 | 332 | 46.2 | 719 |
| Public Totals | 3,812 | 69.6 | 1,662 | 30.4 | 5,474 |
| Centenary | 47 | 78.3 | 13 | 21.7 | 60 |
| Dillard | 41 | 50.6 | 40 | 49.4 | 81 |
| Holy Cross | 2 | 25.0 | 6 | 75.0 | 8 |
| Louisiana College | 37 | 75.5 | 12 | 24.5 | 49 |
| St. Mary's Dom. | 11 | 26.8 | 30 | 73.2 | 41 |
| Tulane | 518 | 80.8 | 123 | 19.2 | 641 |
| Xavier | 89 | 62.7 | 53 | 37.3 | 142 |
| Loyola | 151 | 83.0 | 31 | 17.0 | 182 |
| Independent Totals | 896 | 74.4 | 308 | 25.6 | 1,204 |
| Louisiana Totals | 4,708 | 70.5 | 1,970 | 29.5 | 6,678 |

Source: *Higher Education Staff Information* (EEO-6), 1975-1976. Equal Employment Opportunity Commission.

**Table 17**

Full-Time Faculty in Louisiana Institutions of Higher Education, by Race 1975-1976

| | White | | Black | | Other | | |
|---|---|---|---|---|---|---|---|
| **Institution** | **Number** | **Percent of Total** | **Number** | **Percent of Total** | **Number** | **Percent of Total** | **Total** |
| Delgado | 211 | 87.9 | 20 | 8.3 | 9 | 3.8 | 240 |
| Grambling | 53 | 24.0 | 164 | 74.2 | 4 | 1.8 | 221 |
| Louisiana Tech | 324 | 98.2 | 4 | 1.2 | 2 | 0.6 | 330 |
| McNeese | 214 | 98.2 | 1 | 0.5 | 3 | 1.3 | 218 |
| Nicholls | 191 | 95.0 | 4 | 2.0 | 6 | 3.0 | 201 |
| Northeast | 341 | 95.5 | 12 | 3.4 | 4 | 1.1 | 357 |
| Northwestern | 286 | 96.0 | 4 | 1.3 | 8 | 2.7 | 298 |
| Southeastern | 269 | 98.2 | 4 | 1.5 | 1 | 0.3 | 274 |
| Southwestern | 452 | 97.4 | 8 | 1.7 | 4 | 0.9 | 464 |
| Trustees System | 2,341 | 89.9 | 221 | 8.5 | 41 | 1.6 | 2,603 |
| LSU-A | 64 | 98.5 | 1 | 1.5 | 0 | 0.0 | 65 |
| LSU-BR | 967 | 95.7 | 24 | 2.4 | 19 | 1.9 | 1,010 |
| LSU-E | 36 | 97.3 | 1 | 2.7 | 0 | 0.0 | 37 |
| LSU Medical Center | 499 | 95.4 | 9 | 1.7 | 15 | 2.9 | 523 |
| LSU-S | 109 | 97.3 | 1 | 0.9 | 2 | 1.8 | 112 |
| UNO | 382 | 94.3 | 8 | 2.0 | 15 | 3.7 | 405 |
| LSU System | 2,057 | 95.6 | 44 | 2.0 | 51 | 2.4 | 2,152 |
| Southern-BR | 67 | 11.6 | 488 | 84.4 | 23 | 4.0 | 578 |
| Southern-NO | 17 | 18.1 | 63 | 67.0 | 14 | 14.9 | 94 |
| Southern-S | 6 | 12.8 | 41 | 87.2 | 0 | 0.0 | 47 |
| Southern System | 90 | 12.5 | 592 | 82.3 | 37 | 5.2 | 719 |
| Public Total | 4,488 | 82.0 | 857 | 15.7 | 129 | 2.3 | 5,474 |
| Centenary | 60 | 100.0 | 0 | 0.0 | 0 | 0.0 | 60 |
| Dillard | 28 | 34.6 | 50 | 61.7 | 3 | 3.7 | 81 |
| Holy Cross | 7 | 87.5 | 1 | 12.5 | 0 | 0.0 | 8 |
| Louisiana College | 48 | 98.0 | 0 | 0.0 | 1 | 2.0 | 49 |
| St. Mary's Dom. | 40 | 97.6 | 0 | 0.0 | 1 | 2.4 | 41 |
| Tulane | 586 | 91.4 | 9 | 1.4 | 46 | 7.2 | 641 |
| Xavier | 91 | 64.1 | 43 | 30.3 | 8 | 5.6 | 142 |
| Loyola | 173 | 95.1 | 3 | 1.6 | 6 | 3.3 | 182 |
| Independent Totals | 1,033 | 85.8 | 106 | 8.8 | 65 | 5.4 | 1,204 |
| Louisiana Totals | 5,521 | 82.7 | 963 | 14.4 | 194 | 2.9 | 6,678 |

Source: *Higher Education Staff Information* (EEO-6), 1975-1976. Equal Employment Opportunity Commission.

**Table 18**

Full-Time Faculty in Louisiana Institutions of Higher Education
by Rank and by Sex 1975-1976

| | Male | | | | | | Female | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Institution** | **Prof.** | **Assoc. Prof.** | **Asst. Prof.** | **Instr.** | **Other** | **Total** | **Prof.** | **Assoc. Prof.** | **Asst. Prof.** | **Instr.** | **Other** | **Total** | **Male /Female Total** |
| Delgado | 13 | 36 | 52 | 66 | 7 | 174 | 1 | 6 | 19 | 28 | 12 | 66 | 240 |
| Grambling | 35 | 36 | 40 | 15 | 4 | 130 | 17 | 12 | 41 | 17 | 4 | 91 | 221 |
| Louisiana Tech | 67 | 74 | 78 | 15 | 0 | 234 | 1 | 19 | 38 | 38 | 0 | 96 | 330 |
| McNeese | 47 | 33 | 67 | 18 | 0 | 165 | 5 | 5 | 36 | 7 | 0 | 53 | 218 |
| Nicholls | 34 | 36 | 52 | 17 | 0 | 139 | 6 | 11 | 33 | 12 | 0 | 62 | 201 |
| Northeast | 66 | 94 | 83 | 8 | 0 | 251 | 7 | 17 | 47 | 35 | 0 | 106 | 357 |
| Northwestern | 51 | 74 | 41 | 8 | 0 | 174 | 13 | 36 | 30 | 45 | 0 | 124 | 298 |
| Southeastern | 33 | 50 | 65 | 8 | 27 | 183 | 10 | 12 | 29 | 19 | 21 | 91 | 274 |
| Southwestern | 81 | 104 | 138 | 17 | 0 | 340 | 10 | 24 | 42 | 47 | 0 | 124 | 464 |
| Trustees System | 427 | 537 | 616 | 172 | 38 | 1,790 | 70 | 142 | 316 | 248 | 3 | 813 | 2,603 |
| LSU-A | 3 | 5 | 25 | 2 | | 35 | 0 | 2 | 9 | 19 | 0 | 30 | 65 |
| LSU-BR | 281 | 218 | 196 | 95 | 1 | 791 | 14 | 40 | 66 | 89 | 10 | 219 | 1,010 |
| LSU-E | 1 | 2 | 11 | 9 | 0 | 23 | 0 | 2 | 6 | 6 | 0 | 14 | 37 |
| LSU Medical Center | 93 | 106 | 145 | 50 | 0 | 394 | 6 | 15 | 48 | 59 | 1 | 129 | 523 |
| LSU-S | 8 | 13 | 49 | 6 | 0 | 76 | 2 | 3 | 20 | 11 | 0 | 36 | 112 |
| UNO | 60 | 117 | 82 | 57 | 0 | 316 | 9 | 25 | 19 | 36 | 0 | 89 | 405 |
| LSU System | 446 | 461 | 508 | 219 | 1 | 1,635 | 31 | 87 | 168 | 220 | 11 | 517 | 2,152 |
| Southern-BR | 67 | 63 | 95 | 63 | 15 | 303 | 17 | 30 | 104 | 123 | 1 | 275 | 578 |
| Southern-NO | 16 | 17 | 22 | 6 | 0 | 61 | 1 | 8 | 17 | 7 | 0 | 33 | 94 |
| Southern-S | 2 | 3 | 7 | 11 | 0 | 23 | 1 | 3 | 7 | 13 | 0 | 24 | 47 |
| Southern System | 85 | 83 | 124 | 80 | 15 | 387 | 19 | 41 | 128 | 143 | 1 | 332 | 719 |
| Public Total | 958 | 1,081 | 1,248 | 471 | 54 | 3,812 | 120 | 270 | 612 | 611 | 49 | 1,662 | 5,474 |
| Centenary | 15 | 16 | 11 | 4 | 1 | 47 | 2 | 4 | 3 | 4 | 0 | 13 | 60 |
| Dillard | 8 | 5 | 19 | 8 | 1 | 41 | 2 | 7 | 17 | 10 | 4 | 40 | 81 |
| Holy Cross | 0 | 0 | 1 | 1 | 0 | 2 | 0 | 0 | 2 | 3 | 1 | 6 | 8 |
| Louisiana College | 7 | 14 | 14 | 2 | 0 | 37 | 1 | 1 | 8 | 2 | 0 | 12 | 49 |
| St. Mary's Dom. | 4 | 0 | 4 | 3 | 0 | 11 | 6 | 8 | 12 | 4 | 0 | 30 | 41 |
| Tulane | 209 | 132 | 125 | 44 | 8 | 518 | 19 | 31 | 48 | 19 | 6 | 123 | 641 |
| Xavier | 6 | 19 | 37 | 18 | 9 | 89 | 6 | 16 | 15 | 10 | 6 | 53 | 142 |
| Loyola | 37 | 59 | 45 | 10 | 0 | 151 | 4 | 11 | 12 | 4 | 0 | 31 | 182 |
| Independent Totals | 286 | 245 | 256 | 90 | 19 | 896 | 40 | 78 | 117 | 56 | 17 | 308 | 1,204 |
| Louisiana Totals | 1,244 | 1,326 | 1,504 | 561 | 73 | 4,708 | 160 | 348 | 729 | 667 | 66 | 1,970 | 6,678 |

Source: *Higher Education Staff Information* (EEO-6), 1975-1976. Equal Employment Opportunity Commission.

**Table 19**

Full-Time Faculty in Louisiana Institutions of Higher Education
by Rank and Race 1975-1976

| | White | | | | | | Black | | | | | | Other | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Institution | Prof. | Assoc. Prof. | Asst. Prof. | Instr. | Other | Total | Prof. | Assoc. Prof. | Asst. Prof. | Instr. | Other | Total | Prof. | Assoc. Prof. | Asst. Prof. | Instr. | Other | Total | Total |
| Delgado | 14 | 40 | 62 | 79 | 16 | 211 | 0 | 1 | 5 | 11 | 3 | 20 | 0 | 1 | 4 | 4 | 0 | 9 | 240 |
| Grambling | 9 | 5 | 22 | 9 | 8 | 53 | 42 | 42 | 57 | 23 | 0 | 164 | 1 | 1 | 2 | 0 | 0 | 4 | 221 |
| LA Tech | 68 | 92 | 114 | 50 | 0 | 324 | 0 | 0 | 1 | 3 | 0 | 4 | 0 | 1 | 1 | 0 | 0 | 2 | 330 |
| McNeese | 52 | 36 | 101 | 25 | 0 | 214 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 2 | 0 | 0 | 3 | 218 |
| Nicholls | 39 | 46 | 80 | 26 | 0 | 191 | 0 | 0 | 4 | 0 | 0 | 4 | 1 | 1 | 1 | 3 | 0 | 6 | 201 |
| Northeast | 72 | 109 | 124 | 36 | 0 | 341 | 0 | 0 | 5 | 7 | 0 | 12 | 1 | 2 | 1 | 0 | 0 | 4 | 357 |
| Northwestern | 63 | 106 | 65 | 52 | 0 | 286 | 0 | 0 | 3 | 1 | 0 | 4 | 1 | 4 | 3 | 0 | 0 | 8 | 298 |
| Southeastern | 43 | 62 | 91 | 26 | 47 | 269 | 0 | 0 | 2 | 1 | 1 | 4 | 0 | 0 | 1 | 0 | 0 | 1 | 274 |
| Southwestern | 91 | 126 | 173 | 62 | 0 | 452 | 0 | 1 | 6 | 1 | 0 | 8 | 0 | 1 | 2 | 1 | 0 | 4 | 464 |
| Trustees Sys. | 451 | 622 | 832 | 365 | 71 | 2,341 | 42 | 45 | 83 | 47 | 4 | 221 | 4 | 12 | 17 | 8 | 0 | 41 | 2,603 |
| LSU-A | 5 | 7 | 33 | 21 | 0 | 64 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 65 |
| LSU-BR | 293 | 245 | 251 | 167 | 11 | 967 | 0 | 6 | 4 | 14 | 0 | 24 | 2 | 7 | 7 | 3 | 0 | 19 | 1,010 |
| LSU-E | 1 | 4 | 17 | 14 | 0 | 36 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 37 |
| LSU Med. Ctr. | 97 | 114 | 183 | 104 | 1 | 499 | 1 | 3 | 2 | 3 | 0 | 9 | 1 | 4 | 8 | 1 | 1 | 15 | 523 |
| LSU-S | 10 | 16 | 67 | 16 | 0 | 109 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 2 | 0 | 0 | 2 | 112 |
| UNO | 66 | 136 | 94 | 86 | 0 | 382 | 0 | 1 | 4 | 3 | 0 | 8 | 3 | 5 | 3 | 4 | 0 | 15 | 405 |
| LSU System | 470 | 522 | 645 | 408 | 12 | 2,057 | 1 | 10 | 11 | 22 | 0 | 44 | 6 | 16 | 20 | 8 | 1 | 51 | 2,152 |
| Southern-BR | 9 | 12 | 24 | 21 | 1 | 67 | 69 | 75 | 165 | 164 | 15 | 488 | 6 | 6 | 10 | 1 | 0 | 23 | 578 |
| Southern-NO | 2 | 6 | 7 | 2 | 0 | 17 | 10 | 14 | 28 | 11 | 0 | 63 | 5 | 5 | 4 | 0 | 0 | 14 | 94 |
| Southern-S | 0 | 0 | 3 | 3 | 0 | 6 | 3 | 6 | 11 | 21 | 0 | 41 | 0 | 0 | 0 | 0 | 0 | 0 | 47 |
| Southern Sys. | 11 | 18 | 34 | 26 | 1 | 90 | 82 | 95 | 204 | 196 | 15 | 592 | 11 | 11 | 14 | 1 | 0 | 37 | 719 |
| Public Totals | 932 | 1,162 | 1,511 | 799 | 84 | 4,488 | 125 | 150 | 298 | 265 | 19 | 857 | 21 | 39 | 51 | 17 | 1 | 129 | 5,474 |
| Centenary | 17 | 20 | 14 | 8 | 1 | 60 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 60 |
| Dillard | 2 | 4 | 15 | 7 | 0 | 28 | 6 | 8 | 20 | 11 | 5 | 50 | 2 | 0 | 1 | 0 | 0 | 3 | 81 |
| Holy Cross | 0 | 0 | 2 | 4 | 1 | 7 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |
| LA College | 8 | 15 | 22 | 3 | 0 | 48 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 49 |
| St. Mary's Dom. | 10 | 8 | 15 | 7 | 0 | 40 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 41 |
| Tulane | 217 | 148 | 159 | 54 | 8 | 586 | 2 | 2 | 0 | 4 | 1 | 9 | 9 | 13 | 14 | 5 | 5 | 46 | 641 |
| Xavier | 7 | 26 | 34 | 15 | 9 | 91 | 4 | 6 | 14 | 13 | 6 | 43 | 1 | 3 | 4 | 0 | 0 | 8 | 142 |
| Loyola | 37 | 67 | 56 | 13 | 0 | 173 | 0 | 1 | 1 | 1 | 0 | 3 | 4 | 2 | 0 | 0 | 0 | 6 | 182 |
| Indep. Totals | 298 | 288 | 317 | 111 | 19 | 1,033 | 12 | 17 | 36 | 29 | 12 | 106 | 16 | 18 | 20 | 6 | 5 | 65 | 1,204 |
| LA Totals | 1,230 | 1,450 | 1,828 | 910 | 103 | 5,521 | 137 | 167 | 334 | 294 | 31 | 963 | 37 | 57 | 71 | 23 | 6 | 194 | 6,678 |

Source: *Higher Education Staff Information* (EEO-6), 1975-1976. Equal Employment Opportunity Commission.

**Table 20**

Full-Time Faculty with Tenure in Louisiana Public Institutions
of Higher Education 1974-75, 1975-76, 1976-77

| Institution | 1974-75 Total | 1974-75 Tenured | 1974-75 % | 1975-76 Total | 1975-76 Tenured | 1975-76 % | 1976-77 Total | 1976-77 Tenured | 1976-77 % |
|---|---|---|---|---|---|---|---|---|---|
| Delgado | 119 | 86 | 72.3 | 122 | 85 | 69.7 | 205 | 101 | 49.3 |
| Grambling | 210 | 146 | 69.5 | 215 | 161 | 74.9 | 203 | 147 | 72.4 |
| Louisiana Tech | 377 | 329 | 87.3 | 360 | 276 | 76.7 | 336 | 236 | 70.2 |
| McNeese | 210 | 155 | 73.8 | 212 | 140 | 66.0 | 212 | 153 | 72.2 |
| Nicholls | 192 | 103 | 53.7 | 200 | 118 | 59.0 | 205 | 125 | 61.0 |
| Northeast | 325 | 177 | 54.5 | 338 | 193 | 57.1 | 354 | 202 | 57.1 |
| Northwestern | 218 | 137 | 62.8 | 267 | 163 | 61.1 | 244 | 158 | 64.8 |
| Southeastern | 230 | 149 | 64.8 | 244 | 161 | 66.0 | 240 | 161 | 67.1 |
| Southwestern | 477 | 294 | 61.6 | 467 | 299 | 64.0 | 471 | 320 | 67.9 |
| Trustees System | 2,358 | 1,576 | 66.8 | 2,425 | 1,596 | 65.8 | 2,470 | 1,603 | 64.9 |
| LSU-Alexandria | 61 | 13 | 21.3 | 63 | 17 | 27.0 | 72 | 21 | 29.2 |
| LSU-Baton Rouge | 924 | 486 | 52.6 | 942 | 512 | 54.4 | 949 | 509 | 53.6 |
| Agricultural Center | * | * | * | * | * | * | 220 | 158 | 71.8 |
| LSU-Eunice | 34 | 5 | 14.7 | 32 | 4 | 12.5 | 34 | 5 | 14.7 |
| LSU-Medical Center | 103 | 29 | 28.2 | 144 | 32 | 22.2 | 149 | 42 | 28.2 |
| LSU-Shreveport | 105 | 28 | 26.7 | 111 | 29 | 26.1 | 107 | 30 | 28.0 |
| UNO | 404 | 196 | 48.5 | 402 | 214 | 53.2 | 430 | 223 | 51.9 |
| LSU System | 1,631 | 757 | 46.4 | 1,694 | 808 | 47.7 | 1,961 | 988 | 50.4 |
| SU-Baton Rouge | 424 | 302 | 71.2 | 442 | 318 | 72.0 | 492 | 375 | 76.2 |
| SU-New Orleans | 99 | 63 | 63.6 | 93 | 77 | 82.8 | 104 | 84 | 80.8 |
| SU-Shreveport | 45 | * | * | 41 | 22 | 53.7 | 41 | 20 | 48.8 |
| SU System | 568 | 365 | 69.8[1] | 576 | 417 | 72.4 | 637 | 479 | 75.2 |
| Louisiana Total | 4,557 | 2,698 | 59.8[2] | 4,695 | 2,821 | 60.1 | 5,068 | 3,070 | 60.6 |

Source: HEGIS Form No. 2300-3. *Salaries, Tenure and Fringe Benefits of Full-Time Instructional Faculty, 1976-77.*
[1]Does not include Southern-Shreveport.
[2]Does not include Southern-Shreveport or the Agricultural Center.
*Data not available.

**Table 21**

Library Cooperation in Louisiana Institutions
of Higher Education

Delgado—SEALLING
Grambling—Trail Blazer Library System
Louisiana Tech—Trail Blazer Library System
McNeese—SOLINET
Nicholls—Louisiana-Mississippi Microform Network and Bayouland Library System
Northeast—SOLINET and Trail Blazer Library System
Northwestern—Green-Gold Library System
Southeastern—SOLINET
Southwestern—SOLINET, Bayouland Library System, and LNR
LSU-Alexandria—None
LSU-Baton Rouge—SOLINET, USDA Southwest Regional Documents Delivery System, and Louisiana Rapid Communication Network
LSU-Eunice—Bayouland Library System
LSU-Medical Center—Talon Regional Medical Library Program, SEALLING, and Louisiana Hospital Library Extension Program
LSU-Shreveport—Green-Gold Library System
UNO—SEALLING and SOLINET
Southern-Baton Rouge—None
Southern-New Orleans—SEALLING
SUSBO—Green and Gold
Centenary—Green and Gold, and Southern College and University Union Library System
Dillard—Cooperative College Library Center and SEALLING
Louisiana College—None
St. Mary's Dominican—Greater New Orleans Consortium, SEALLING, and New Orleans Microform Cooperative
Holy Cross—SEALLING
Loyola—SOLINET, SEALLING, and New Orleans Consortium
Tulane—SOLINET, SEALLING, and Greater New Orleans Microform Cooperative
Xavier—SEALLING, Greater New Orleans Consortium, and AMIGOS

Source: USOE HEGIS Form 2300-5. *College and University Libraries,* Fall 1976.

**Table 22**

Revenue Projections[1]
(Current Dollars)
(Amounts in Millions)

| Source | Estimated 1976-77 | 1977-78 | 1978-79 | 1979-80 | 1980-81 |
|---|---|---|---|---|---|
| Severance Tax | $ 490.0 | $ 461.0 | $ 433.3 | $ 409.5 | $ 387.0 |
| Sales Tax | 420.0 | 464.5 | 510.9 | 560.0 | 615.0 |
| Personal Income Tax | 130.6 | 142.0 | 154.8 | 168.7 | 183.8 |
| Corporate Income Tax | 92.0 | 101.3 | 110.9 | 121.4 | 133.0 |
| Royalties, Leases, Etc. | 211.9 | 176.1 | 174.4 | 172.7 | 171.0 |
| Federal Revenue Sharing | 45.6 | 45.6 | 46.0 | 46.0 | 46.0 |
| All Other[2] | 725.3 | 780.1 | 823.4 | 867.0 | 913.5 |
| Total | $2,115.4 | $2,170.6 | $2,253.7 | $2,345.3 | $2,449.3 |
| Percent Increase Over Previous Year | - | 2.6% | 3.8% | 4.1% | 4.4% |

Average Percentage Increase of 3.95 Percent

[1] Source: Louisiana Legislative Fiscal Office Projections
[2] "All Other" includes such revenues as tobacco taxes, taxes on gasoline and special fuels, motor vehicle sales taxes as well as other sources of income.

**TABLE 23**

# Analysis of Appropriations

| | 1976-77 Appropriations (a) Amount (add 000) | Rank | Appropriations per capita (b) Amount | Rank | Approp. per $1,000 of personal income (c) Amount | Rank | 2-year change (d) Pct. | Rank | 10-year change (e) Pct. | Rank | 2-year change minus inflation (f) Pct. | Rank | 10-year change minus inflation (g) Pct. | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Alabama | $ 268,919 | 16 | $ 74.41 | 21 | $16.03 | 7 | +39% | 9 | +391% | 11 | +20% | 9 | +163% | 11 |
| Alaska | 64,829 | 40 | 184.17 | 1 | 19.50 | 1 | +80% | 1 | +786% | 1 | +55% | 1 | +375% | 1 |
| Arizona | 184,786 | 27 | 83.09 | 8 | 15.52 | 8 | +21% | 29 | +356% | 13 | + 5% | 29 | +145% | 13 |
| Arkansas | 114,936 | 34 | 54.32 | 39 | 11.76 | 26 | +39% | 8 | +300% | 25 | +20% | 8 | +115% | 25 |
| California | 1,825,400 | 1 | 86.38 | 5 | 13.10 | 19 | +34% | 18 | +273% | 30 | +15% | 18 | +100% | 30 |
| Colorado | 206,226 | 24 | 81.38 | 10 | 13.60 | 15 | +23% | 26 | +297% | 27 | + 7% | 26 | +113% | 27 |
| Connecticut | 145,[illegible] | 32 | 47.14 | 44 | 6.76 | 47 | + 8% | 46 | +318% | 20 | - 7% | 46 | +124% | 20 |
| Delaware | 44,[illegible] | 44 | 77.60 | 13 | 11.50 | 29 | +21% | 30 | +414% | 8 | + 4% | 30 | +176% | 8 |
| Florida | 431,857 | 8 | 52.10 | 41 | 9.24 | 41 | + 5% | 48 | +355% | 14 | - 9% | 48 | +144% | 14 |
| Georgia | 295,562 | 17 | 53.91 | 40 | 10.60 | 35 | +12% | 43 | +349% | 16 | - 3% | 43 | +141% | 16 |
| Hawaii | 97,884 | 37 | 114.89 | 2 | 17.25 | 3 | +38% | 11 | +310% | 24 | +20% | 11 | +120% | 24 |
| Idaho | 70,158 | 39 | 85.45 | 6 | 16.57 | 4 | +40% | 7 | +353% | 15 | +21% | 7 | +143% | 15 |
| Illinois | 680,971 | 4 | 61.10 | 32 | 9.00 | 43 | + 9% | 44 | +233% | 36 | - 6% | 44 | + 79% | 36 |
| Indiana | 322,224 | 12 | 60.67 | 33 | 10.73 | 33 | +30% | 23 | +209% | 45 | +13% | 23 | + 66% | 45 |
| Iowa | 222,671 | 21 | 77.59 | 14 | 12.77 | 22 | +35% | 16 | +263% | 32 | +16% | 16 | + 95% | 32 |
| Kansas | 173,777 | 29 | 76.66 | 17 | 12.73 | 23 | +37% | 13 | +217% | 41 | +19% | 13 | + 70% | 41 |
| Kentucky | 200,503 | 26 | 59.04 | 34 | 12.12 | 24 | +30% | 22 | +217% | 40 | +13% | 22 | + 70% | 40 |
| Louisiana | 214,998 | 22 | 56.71 | 35 | 11.56 | 28 | +16% | 37 | +147% | 50 | + 0% | 37 | + 32% | 50 |
| Maine | 42,260 | 46 | 39.91 | 49 | 8.33 | 45 | - 4% | 50 | +214% | 44 | -17% | 50 | + 68% | 44 |
| Maryland | 256,777 | 18 | 62.66 | 31 | 9.68 | 39 | +23% * | 28 | +317% | 21 | + 6% | 28 | +124% | 21 |
| Massachusetts | 240,034 | 19 | 41.26 | 48 | 6.75 | 48 | +20% | 31 | +446% | 5 | + 4% | 31 | +193% | 5 |
| Michigan | 593,930 | 6 | 64.86 | 27 | 10.51 | 37 | +13% | 40 | +169% | 49 | - 2% | 40 | + 44% | 49 |
| Minnesota | 323,554 | 11 | 82.43 | 9 | 14.20 | 12 | +32% | 20 | +347% | 17 | +14% | 20 | +139% | 17 |
| Mississippi | 154,036 | 30 | 65.66 | 26 | 16.21 | 5 | +18% | 35 | +319% | 19 | + 2% | 35 | +125% | 19 |
| Missouri | 236,782 | 20 | 49.71 | 42 | 9.02 | 42 | +20% | 33 | +216% | 42 | + 3% | 33 | + 70% | 42 |
| Montana | 47,099 | 43 | 62.97 | 30 | 11.62 | 27 | +32% | 19 | +181% | 47 | +14% | 19 | + 50% | 47 |
| Nebraska | 121,980 | 33 | 79.11 | 11 | 13.00 | 20 | +43% | 5 | +457% | 4 | +23% | 5 | +199% | 4 |
| Nevada | 42,357 | 45 | 71.55 | 22 | 10.76 | 32 | +43% | 6 | +425% | 7 | +23% | 6 | +181% | 7 |
| New Hampshire | 22,859 | 49 | 27.94 | 50 | 5.26 | 50 | +20% | 32 | +218% | 38 | + 3% | 32 | + 71% | 38 |
| New Jersey | 315,338 | 14 | 43.10 | 46 | 6.41 | 49 | + 9% | 45 | +317% | 22 | - 6% | 45 | +123% | 22 |
| New Mexico | 82,047 | 38 | 71.53 | 23 | 14.98 | 10 | +34% | 17 | +215% | 43 | +15% | 17 | + 69% | 43 |
| New York | 1,251,096 | 2 | 69.04 | 25 | 10.52 | 36 | + 8% | 47 | +254% | 34 | - 7% | 47 | + 90% | 34 |
| North Carolina | 407,977 | 9 | 74.84 | 19 | 15.11 | 9 | +17% | 36 | +402% | 9 | + 1% | 36 | +169% | 9 |
| North Dakota | 48,865 | 42 | 76.71 | 16 | 13.38 | 17 | +54% | 3 | +249% | 35 | +33% | 3 | + 87% | 35 |
| Ohio | 502,225 | 7 | 46.68 | 45 | 8.03 | 46 | +30% | 24 | +438% | 6 | +12% | 24 | +189% | 6 |
| Oklahoma | 152,263 | 31 | 56.14 | 37 | 10.69 | 34 | +44% | 4 | +264% | 31 | +24% | 4 | + 95% | 31 |
| Oregon | 176,653 | 28 | 77.21 | 15 | 13.38 | 16 | +36% | 14 | +218% | 39 | +18% | 14 | + 70% | 39 |
| Pennsylvania | 659,781 | 5 | 55.78 | 38 | 9.39 | 40 | +15% | 39 | +380% | 12 | - 1% | 39 | +157% | 12 |
| Rhode Island | 64,771 | 41 | 69.87 | 24 | 11.97 | 25 | +38% | 12 | +321% | 18 | +19% | 12 | +126% | 18 |
| South Carolina | 210,239 | 23 | 74.61 | 20 | 16.15 | 6 | +13% | 41 | +666% | 2 | - 2% | 41 | +310% | 2 |
| South Dakota | 38,382 | 47 | 56.20 | 36 | 11.41 | 30 | +19% | 34 | +169% | 48 | + 3% | 34 | + 44% | 48 |
| Tennessee | 200,889 | 25 | 47.97 | 43 | 9.80 | 38 | +15% | 38 | +300% | 26 | + 0% | 38 | +114% | 26 |
| Texas | 918,589 | 3 | 75.07 | 18 | 13.33 | 18 | +72% | 2 | +458% | 3 | +49% | 2 | +199% | 3 |
| Utah | 102,937 | 36 | 85.35 | 7 | 17.34 | 2 | +36% | 15 | +314% | 23 | +17% | 15 | +122% | 23 |
| Vermont | 20,136 | 50 | 42.76 | 47 | 8.62 | 44 | + 0% | 49 | +188% | 46 | -14% | 49 | + 54% | 46 |
| Virginia | 316,042 | 13 | 63.63 | 28 | 11.00 | 31 | +30% | 21 | +393% | 10 | +13% | 21 | +164% | 10 |
| Washington | 310,131 | 15 | 87.43 | 4 | 14.00 | 13 | +23% | 27 | +227% | 37 | + 6% | 27 | + 75% | 37 |
| West Virginia | 114,460 | 35 | 63.48 | 29 | 12.91 | 21 | +29% | 25 | +254% | 33 | +11% | 25 | + 90% | 33 |
| Wisconsin | 364,056 | 10 | 79.04 | 12 | 13.94 | 14 | +12% | 42 | +283% | 29 | - 3% | 42 | +105% | 29 |
| Wyoming | 33,821 | 48 | 90.43 | 3 | 14.74 | 11 | +39% | 10 | +266% | 28 | +20% | 10 | +107% | 28 |
| **Total U. S.** | **$13,911,885** | | **$ 65.21** | | **$11.05** | | **+24%** | | **+292%** | | **+ 7%** | | **+111%** | |

* Estimated

(a) Reported by M. M. Chambers of Illinois State University as state tax funds appropriated for operating expenses and scholarship programs for higher education.

(b) State appropriations divided by the latest published state population figures estimated by the U. S. Census Bureau for 1975.

(c) State appropriations divided by state personal income in thousands reported by the U. S. Department of Commerce for 1975.

(d) Increase in appropriations for 1976-77 over those for 1974-75 as reported by M. M. Chambers.

(e) Increase in appropriations for 1976-77 over those for 1966-67 as reported by M. M. Chambers.

(f) Two-year increase in appropriations adjusted for inflation of 15.7 per cent during the two years ending last June as measured by D. Kent Halstead's Higher Education Price Index of the cost of goods and services commonly purchased by colleges and universities.

(g) Ten-year increase in appropriations adjusted for inflation of 86.5 per cent during the ten years ending last June as measured by the Higher Education Price Index.

Source: *The Chronicle of Higher Education*, Vol. XIII, No. 8, Oct. 25, 1976, page 9.

**Table 24**

**Appropriations Per FTE Student in Public Institutions, 1976-1977**

| | Large Doctoral | Small Doctoral | Master's | Other Four-Year |
|---|---|---|---|---|
| SREB Regional Average | $2,071 | $2,149 | $1,735 | $1,712 |
| Louisiana | 1,647 | 1,544 | 1,477 | 1,296 |
| Amount Below Regional Average | 424 | 605 | 258 | 416 |
| Precent Below Regional Average | 21% | 28% | 15% | 24% |

Source: SREB data exchange with State higher education agencies.
Note: Appropriations are based on complete 1976-77 year and thus include funds for all academic sessions except for extension and experiment stations, and medical, dental, optometry schools, and training hospitals. Enrollment is Fall, 1976, full-time equivalent enrollment.

**Table 25**

Utilization of State and Local Tax Potential
Louisiana, 1975

| Type of Tax | Amount Collected Above Yield Collectible at Average Rate | Amount Collected Below Yield Collectible at Average Rate |
|---|---|---|
| General Sales and Gross Receipts | $183,450,000 | $ |
| Selective Sales and Gross Receipts | | |
| Alcoholic Beverages | 9,752,000 | |
| Tobacco Products | 4,015,000 | |
| Insurance | 10,544,000 | |
| Public Utilities | | 18,349,000 |
| Other | | 6,804,000 |
| State Death and Gift | | 9,087,000 |
| General Property | | 425,209,000 |
| Individual Income | | 275,686,000 |
| Corporate Income | | 26,078,000 |
| State Alcoholic Beverage License | | 780,000 |
| Motor Vehicle License | | 33,248,000 |
| Motor Fuels | 16,408,000 | |
| Severance | 210,074,000 | |
| Transfer | | 8,317,000 |
| Totals | $434,242,000 | $803,557,000 |

Net Underutilized Potential (Excess of "Below Average" Yields Over "Above Average" Yields)—$369,315,000

Source: *State and Local Revenue Potential 1975*, Kenneth E. Quindry, Southern Regional Education Board.

**Table 26**

Board of Regents
Allocation of the Education and General Portion
of the 1976-77 Operating Budget

| | Resident Instruction & Related Activities | Percent of Total E & G | Libraries | Percent of Total E & G | Gen. Admin. & General Expense | Percent of Total E & G | Operation & Maint. of Phys. Plant | Percent of Total E & G | Total Education & General |
|---|---|---|---|---|---|---|---|---|---|
| **Group I** | | | | | | | | | |
| LSU-BR | $ 36,165,926 | 68.5 | $ 2,755,765 | 5.2 | $ 7,158,843 | 13.5 | $ 6,746,907 | 12.8 | $ 52,827,441 |
| **Group II** | | | | | | | | | |
| La. Tech | 10,586,995 | 67.7 | 731,827 | 4.7 | 2,306,049 | 14.7 | 2,020,008 | 12.9 | 15,644,879 |
| McNeese | 5,759,847 | 63.8 | 607,230 | 6.7 | 1,476,219 | 16.4 | 1,182,162 | 13.1 | 9,025,458 |
| Northeast | 9,642,823 | 65.8 | 708,242 | 4.8 | 2,458,360 | 16.8 | 1,851,356 | 12.6 | 14,660,781 |
| Northwestern | 6,934,876 | 61.2 | 492,442 | 4.3 | 2,041,860 | 18.0 | 1,857,857 | 16.4 | 11,327,035 |
| UNO | 13,144,777 | 65.5 | 1,093,158 | 5.4 | 3,203,846 | 15.0 | 2,624,926 | 13.1 | 20,066,707 |
| Southwestern | 12,183,950 | 68.7 | 942,301 | 5.3 | 2,249,035 | 12.7 | 2,354,025 | 13.3 | 17,729,311 |
| **Group III** | | | | | | | | | |
| Grambling | 5,638,862 | 65.4 | 600,195 | 7.0 | 1,341,883 | 15.6 | 1,035,946 | 12.0 | 8,616,886 |
| Nicholls | 5,530,107 | 61.9 | 492,580 | 5.5 | 1,739,834 | 19.5 | 1,169,264 | 13.1 | 8,931,785 |
| Southeastern | 6,664,038 | 62.6 | 492,761 | 4.6 | 1,963,156 | 18.4 | 1,526,541 | 14.3 | 10,646,496 |
| Southern-BR | 9,885,583 | 64.4 | 613,696 | 4.0 | 2,551,454 | 16.6 | 2,309,778 | 15.0 | 15,360,511 |
| **Group IV** | | | | | | | | | |
| LSU-S | 2,602,987 | 59.4 | 391,111 | 8.9 | 981,149 | 22.4 | 406,492 | 9.3 | 4,381,739 |
| Southern-NO | 2,473,113 | 61.8 | 279,859 | 5.5 | 780,143 | 16.7 | 751,800 | 16.0 | 4,284,915 |
| **Group V-A** | | | | | | | | | |
| LSU-A | 1,298,530 | 53.3 | 223,775 | 9.2 | 465,028 | 19.1 | 450,977 | 18.4 | 2,438,310 |
| LSU-E | 804,190 | 55.8 | 163,816 | 11.4 | 234,027 | 16.2 | 239,195 | 16.6 | 1,441,228 |
| Southern | 634,039 | 43.5 | 101,691 | 7.0 | 368,572 | 25.3 | 352,542 | 24.2 | 1,456,844 |
| **Group V-B** | | | | | | | | | |
| Delgado | 5,618,352 | 63.2 | 401,831 | 4.5 | 1,671,707 | 18.8 | 1,196,303 | 13.5 | 8,888,193 |
| Total Trustees System | 68,559,850 | 65.0 | 5,469,409 | 5.2 | 17,248,103 | 16.3 | 14,193,462 | 13.5 | 105,470,824 |
| Total Southern System | 12,992,735 | 61.6 | 995,246 | 4.7 | 3,700,169 | 17.5 | 3,414,120 | 16.2 | 21,102,270 |
| Total LSU System | 54,016,410 | 66.6 | 4,627,625 | 5.7 | 12,042,893 | 14.8 | 10,468,497 | 12.9 | 81,155,425 |
| Total All Systems | $135,568,995 | 65.3 | $11,092,280 | 5.4 | $32,991,165 | 15.9 | $28,076,079 | 13.4 | $207,728,519 |
| Formula Suggested Percentage Allocations | | 63.0 (Minimum) | | 5.0 | | 15.0 | | 16.0 | |

**Table 27**

Summary of Reported Condition of Buildings

| Condition * | Number of Buildings | Percentage of Total Buildings Inventoried |
|---|---|---|
| Adequate | 592 | 49.7% |
| Remodeling A | 163 | 13.7% |
| Remodeling B | 236 | 19.8% |
| Remodeling C | 115 | 9.7% |
| Obsolete | 85 | 7.1% |
| | 1,191 | 100.0% |

*Building conditions were institutionally determined according to the following definitions:

1) Adequate—suitable for continued use with normal maintenance.
2) Remodeling A—requires restoration to present acceptable standards without major room changes, alterations, modernization, or expansion. The approximate cost of Remodeling A is not greater than twenty-five percent of the estimated replacement cost of the facility.
3) Remodeling B—requires major updating and/or modernization of the facility. The approximate cost of Remodeling B is greater than twenty-five percent, but not greater than fifty percent of the estimated replacement cost of the facility.
4) Remodeling C—requires major remodeling of the facility. The approximate cost of Remodeling C is greater than fifty percent of the replacement cost of the facility.
5) Obsolete—this category is a combination of buildings which fit either of the following definitions:
   a) Demolition—should be demolished or abandoned because the facility is unsafe or structurally unsound, irrespective of the need for the space or the availability of funds for a replacement.
   b) Termination—planned termination or relinquishment of occupancy of the facility for reasons other than unsafeness or structural unsoundness, such as abandonment of temporary units or vacation of leased space.

**Table 28**

Fall 1976 Laboratory Utilization
for Selected Time Periods

| | Tuesday 9:30/10:00 | Tuesday 1:00/1:30 | Tuesday 2:30/3:00 | Tuesday 4:00/4:30 |
|---|---|---|---|---|
| Delgado | 61.4 | 22.9 | 50.0 | 25.7 |
| Grambling | 16.0 | 24.0 | 21.3 | 10.7 |
| La. Tech | 29.3 | 69.3 | 58.7 | 33.3 |
| McNeese | 35.3 | 33.8 | 50.0 | 36.8 |
| Nicholls | 39.7 | 39.7 | 24.1 | .0 |
| Northeast | 30.4 | 38.0 | 49.4 | 41.8 |
| Northwestern | 27.7 | 24.1 | 35.7 | 21.4 |
| Southeastern | 21.3 | 42.7 | 49.3 | 10.7 |
| USL | 30.6 | 23.1 | 39.8 | 20.4 |
| LSU-A | 29.2 | 29.2 | 33.3 | 4.2 |
| LSU-BR | 51.2 | 26.6 | 59.1 | 49.8 |
| LSU-E | 29.4 | .0 | 41.2 | 17.6 |
| LSU-S | 25.0 | 12.5 | 31.3 | 12.5 |
| UNO | 48.5 | 33.3 | 48.5 | 47.0 |
| Southern-BR | 22.5 | 19.2 | 24.2 | 8.3 |
| Southern-NO | 38.0 | 12.0 | 22.0 | 2.0 |
| Southern-S | 5.3 | 31.6 | 31.6 | 10.5 |

**Table 29**

Fall 1976 Classroom Utilization
for Selected Time Periods

| | Wednesday 8:00/8:30 | Wednesday 10:30/11:00 | Wednesday 1:00/1:30 | Wednesday 3:30/4:00 |
|---|---|---|---|---|
| Delgado | 47.9 | 73.2 | 62.0 | 16.9 |
| Grambling | 39.7 | 50.9 | 36.2 | 31.0 |
| La. Tech | 69.5 | 90.1 | 64.1 | 24.4 |
| McNeese | 60.6 | 68.7 | 53.5 | 11.1 |
| Nicholls | 55.4 | 68.9 | 50.0 | 1.4 |
| Northeast | 78.7 | 89.4 | 73.4 | 17.0 |
| Northwestern | 37.4 | 57.3 | 36.6 | 16.0 |
| Southeastern | 50.0 | 58.5 | 38.1 | 9.3 |
| USL | 45.2 | 61.0 | 42.1 | 16.7 |
| LSU-A | 72.0 | 72.0 | 80.0 | 8.0 |
| LSU-BR | 44.4 | 81.5 | 54.8 | 43.1 |
| LSU-E | 40.0 | 40.0 | 6.7 | 40.0 |
| LSU-S | 43.5 | 58.1 | 25.8 | 1.6 |
| UNO | 48.0 | 85.0 | 62.2 | 30.7 |
| Southern-BR | 39.1 | 57.6 | 45.7 | 15.2 |
| Southern-NO | 18.9 | 36.5 | 37.8 | 8.1 |
| Southern-S | 26.8 | 36.6 | 36.6 | .0 |

## Appendix B
## State Appropriation Formula

Section I: Authority—This formula is submitted in accordance with Article VIII, Section 5-(D)(5) of the Louisiana Constitution of 1974 which mandates the Board of Regents "to formulate and make timely revision of a master plan for higher education. As a minimum, the plan shall include a formula for equitable distribution of funds to the institutions of higher education." Additionally, there have been repeated requests in the past from the executive and legislative branches of State government and the institutions themselves for the development of an equitable method for determining funding levels for each institution.

Section II: Introduction—The complex character of educational institutions, combined with increasing enrollments and operational costs in the last decade, exerted a demand for a more uniform method to distribute tax generated funds to State institutions of higher learning. These pressures resulted in the development of numerous higher education formulae in numerous states using various factors of measurement as input for calculations to derive State appropriations to public colleges and universities. The number of states adopting this approach of "formula funding" has continually increased since the early 1960's; one survey indicated that twenty-five states utilized this method in 1973, and indications are that the trend is continuing. In computing the required amount of State funding, these formulae range in complexity from those using a few factors to those using many factors.

There are inherent advantages in using the formula approach to determine State appropriations. The formula method results in the accumulation of measurable data from institutions; it permits the use of mathematical calculations that remove the necessity for subjective evaluation; and it is objective in nature and identifies the needs of all institutions in comparable terms. Primarily, the formula concept is equitable. This formula uniformly places financing on a per-student credit hour basis for each institution. Equity, and not necessarily equality, is the basic objective of the formula.

The intention of this formula does not extend to the internal allocation of funds for any functional category, specific discipline or program. The internal allocation necessary for the development of an effective program of higher education on each campus remains a prerogative of that campus administration and its governing board. It should be explicitly understood that dollar values used in this formula do not in any way correlate to budgetary levels or actual expenditures in any program area.

**Section III, A—Basic Factor Chart**

(Dollars per Student Credit Hour)
Effective for 1978-79 Fiscal Year

| Program Area | HEGIS Taxonomy Codes | Level of Offering: Lower Level Undergraduate | Upper Level Undergraduate | Master's | Specialist/ Professional | Doctorate |
|---|---|---|---|---|---|---|
| Agriculture | 0101-0199 | $ 26.50 | $ 41.82 | $112.96 | | $224.16 |
| Engineering | 0901-0999 | 29.45 | 48.41 | 119.11 | | 234.42 |
| Fine Arts and Architecture | 0201-0299 1001-1099 | 35.22 | 48.79 | 112.96 | | 234.42 |
| Law | 1401-1499 | | | | $ 65.01 | |
| Nursing | 1203 | 136.97 | 136.97 | 188.26 | | |
| Allied Health and Pharmacy | 1208, 1211-1215 1220,1223-1225 | 29.45 | 48.41 | 119.11 | | 234.42 |
| Sciences | 0401-0499 and 0700-0799 and 1901-1999 | 25.24 | 40.05 | 119.11 | | 234.42 |
| Technology | 5300-5399 | 29.45 | | | | |
| All Other: | | | | | | |
| 1st 20,000 SCH's | | 31.97 | 27.45 | 112.96 | 147.74 | 224.16 |
| All in Excess of 20,000 SCH's | | 21.32 | | | | |

B. Definitions and Interpretations.

1. Values—The values in the chart are based upon assignments for average academic year (nine month) salaries, pupil/teacher ratios (P/T), and definitions of full-time equivalent students in SCH's per academic year. The value for veterinary medicine will not be determined or be effective until after the fiscal year in which a full complement of students has been accepted by the School of Veterinary Medicine. The value in the "All Other" program area under the level of "Specialist/Professional," refers to SCH's produced by Education Specialist candidates only. The conversion of contact hours to credit hours for those laboratory courses offered in the Vocational Trades Division of Delgado Junior College will be calculated on a 4:1 ratio (contact hours/credit hours).

2. Level—The assignments in the chart were stratified by level of offering and by program area. In the reporting of SCH productivity, the level of offering for a given SCH will be determined by the classification of the student pursuing the course.

3. Student Classification Structure.

| Classification Structure | Earned Credits |
|---|---|
| Lower Level Undergraduate | 0-59 semester hours |
| Upper Level Undergraduate | 60 smester hours-graduation |
| Masters | Accepted for Graduate Study; Masters and Masters plus thirty |
| Specialist | Formally admitted to study toward Education Specialist |
| Doctorate | Formally admitted to study toward the Doctorate |

4. Additional Student Classification Definitions.

(a) A post-baccalaureate student enrolled in a State institution of higher learning, but not officially admitted to graduate school, is to be counted as "upper level undergraduate."

(b) The categories presently recognized as "professional" are law (only those courses taught in a professional school of law), veterinary medicine, dentistry and medicine. Of these, only law is currently included in this formula.

(c) "Deferred credit" is defined as credit earned by students when credit is granted at a later date, such as graduation from high school. These "deferred credits" may be counted in an institution's SCH production during the period in which the student is officially registered in the class, and must be recorded in the proper classification for that student.

(d) SCH credit earned in courses taught out-of-state and out of the continental United States are to be counted for student classification purposes and are to be included on the SCH production report for formula purposes, also. Records must be kept by course and location indicating the students and the SCH's produced for each such course, and upon completion of that course be reported to the Board of Regents.

(e) An institution may not count audits in its SCH production report.

(f) Credit by examination, transfer credit, or correspondence study credit taken at another institution may be used only in the classification of the student and not in an institution's SCH production report. An institution may accept a provisional student's classification on the basis of the best knowledge available during the first semester of enrollment at the institution.

(g) Credit earned in a cooperative institution (hospital, etc.) by a student enrolled in medical technology (or any curriculum requiring such arrangement) may not be counted in an institution's SCH production report.

(h) Student classification must be updated each semester.

5. Program Area—The program areas and taxonomy codes used in the Basic Factor Chart have not been expanded for this revision. The areas used are specific ones extracted from the taxonomy developed by the Western Interstate Commission for Higher Education (WICHE) for the United States Office of Education. Future revisions of the formula

may utilize more programs areas, but not to the extent of having a complicated or unwieldy formula.

Section IV: Salary Base.

A. After extensive examination of the levels of operation in Louisiana, a comparison of levels of operation in Louisiana, a comparison of levels of operation in other states, and an analysis of average faculty salaries in the states comprising the Southern Regional Education Board and the Southern Association of Colleges and Schools, a structure for the assessment of salaries associated with instruction was evolved. It was recognized that the salary base is not supported from State appropriations alone; however, through the solution of some relatively simple algebraic relationships it can be used to derive the required State appropriation to fund the recognized functions of higher education.

B. To determine the salary base, student credit hours (SCH) that remain scheduled on the fourteenth class day are separated into program areas and levels, using the HEGIS taxonomy and student classification respectively. At the time legislative budget requests are prepared, summer and fall productivity data are complete. The approaching spring session production estimate should be based on the experience of the previous spring. Actual spring data will be available prior to the regular legislative session and all institutions must submit adjusted reports by February 23, 1978. (Louisiana Tech—April 7, 1978). The SCH's used for the three sessions shall be net, reflecting all transactions (drops, adds, resignations, etc.), occurring prior to the cutoff date. The resulting net SCH's are multiplied by the appropriate values on the Basic Factor Chart (Section III, A), and the sum of these products establishes the salary base, which is calculated on State Budget Request form BRC-1A. (For further details on SCH reporting dates, refer to Appendix A.)

Section V: State Appropriation.

A. For 1976-77 State appropriations represented 70.7 percent for the Louisiana State University System, 82.2 percent for the Southern University System, and 79.8 percent for the Board of Trustees System, of education and general (E & G) expenditures. Previous analysis of a number of other statewide systems indicates corresponding percentages ranging from 49.5 percent to 75.1 percent with an average of 63.1 percent—generally much lower than Louisiana's figures. This formula derives 73 percent of E & G funds from the State. In order to relate these factors to the previously determined salary base (Section IV), an additional factor has been established. This factor is the percent of expenditures for resident instruction and related activities represented by faculty salaries (salary base). Analysis of several statewide systems indicated a range from 58.1 percent to 71.5 percent with an average of 63.4 percent. The factor of 66 percent has been chosen for all institutions in Louisiana.

The solution of a set of relatively simple algebraic equations (Appendix C), simultaneously satisfying all of the relationships advanced in the previous statements, indicates that the formula generated State Appropriation portion of the total budget is related to the salary base (faculty salaries) by the relationship: State Appropriation equals Salary Base Plus 62.65 percent of the Salary Base.

B. An adjustment factor of ten percent has been established to recognize the existence of certain overhead costs that are disproportionately higher in small two-year institutions. To qualify as small, a two-year institution shall have a fall full-time equivalent enrollment of 1,500 or less. (One full-time equivalent (FTE) will be fifteen semester credit hours.) This adjustment factor is to be incorporated into the algebraic equation so that the State appropriation portion of the total budget is related to the salary base (faculty salaries) by the relationship: State Appropriation equals Salary Base Plus 78.92 percent of the Salary Base. This will effectively recognize the higher overhead cost of small two-year institutions and will allow one percentage level of implementation for all institutions.

Section VI: Functional Category Distribution

A. Allocations to Educational and General Expense—Dr. John Dale Russell[1] recommended allocations of expenditures to the eight functional categories of the educational and general function. These categories, in use until recently, were: (1) resident instruction; (2) organized activities related to instruction; (3) organized research; (4) extension and public service; (5) libraries; (6) general administration; (7) general expense; and (8) maintenance and operation of physical plant. If the first four are grouped under one heading his recommendations are reduced to four groups as follows:

| | |
|---|---|
| Resident Instruction and Related Activities | At least 63 percent |
| Libraries | 5 percent to 6 percent |
| General Administration | 15 percent or less |
| Operation and Maintenance of Physical Plant | 16 percent or less |

Further analysis in conjunction with Dr. Russell's research led to the selection of the following suggested allocations of total educational and general expenditures:

| | |
|---|---|
| Resident Instruction and Related Activities (RIRA) | 68 percent |
| Libraries | 5 percent |
| General Administration and General Expense (GAGE) | 15 percent |
| Operation and Maintenance of Physical Plant (OMPP) | 12 percent |
| | 100 percent |

Recent developments will have a definite impact on these allocations. Two such developments are: (1) The establishment of new functional categories within the education and general function by the National Association of College and University Business Officers (NACUBO); and (2) the energy crisis has sent utility costs soaring which may change the physical plant allocation. Recognizing these disparities, but not having sufficient data to support new recommended allocations, the old percentages shall be retained as broad guidelines.

The new functional categories as established by NACUBO and how they should be converted for percentage allocation purposes are as follows:

| NACUBO New Categories | Conversion to Russell's Percentage Allocations |
|---|---|
| (1) Instruction | RIRA |
| (2) Research | RIRA |
| (3) Public Service | RIRA |
| (4) Academic Support | RIRA |
| (Libraries)* | Libraries |
| (5) Student Services | GAGE |
| (6) Institutional Support | GAGE |
| (7) Scholarships and Fellowships | GAGE |
| (8) Operation and Maintenance of Plant | OMPP |

*For comparative purposes, libraries are to be extracted from academic support.

It should be noted that staff benefits (related benefits) costs are to be reported as a cost in the department (category) in

which an individual is employed. This is as recommended by NACUBO in the most recent publication of the handbook, *College and University Business Administration*, 1974.

[1]Russell, John Dale. "Budgetary Analysis," *College Self-Study*, Richard Axt and Hall T. Sprague, Eds. (Boulder, Colorado: Western Interstate Commission for Higher Education, 1959), p. 108.

Section VII: Funding Requests.

A. Because the budgetary process requires considerable planning and effort, it is necessary that the requests be both reasonable and adequate to meet institutional needs and to be within the State's funding capabilities. Therefore, these requests are to be prepared as set forth in this formula document. The Regents reserve the prerogative to make the final recommendation for funding levels of all segments of higher education. These recommendations will be based upon a complete evaluation of all requests, projected State revenues and the development of a consolidated budget to be presented to the executive and legislative branches of State government.

B. 1. The 1978-79 budget requests for all institutions subject to the formula are to be based on an implementation rate of one hundred percent. However, no institution has to request less than the 1977-78 amount of State appropriations received for formula purposes.

2. Funding requests for areas excluded from the formula shall be reached on an individual basis as set forth in Section X, Exclusions.

C. Funding requests for management boards and their staff, i.e., the Louisiana State University System, the Southern University System, and the Board of Trustees System will be as set forth in Section X, Exclusions.

The funds for the operations of these management boards are an actual cost allocable to each segment of the respective boards. Therefore, an institution's pro rata share of system costs plus that individual institution's State appropriation shall be used to determine the attainment of the one hundred percent level of implementation.

Section VIII: Special Requests—Justification for extraordinary expenditures, for a limited, predetermined period, should reference this section. The purpose of this section is to provide a means for requesting funds extraneous to the formula, for items particular and peculiar to a specific situation, e.g., a land purchase, large equipment purchase to meet accreditation requirements, etc. Each request is to be supported by a separate, concise report giving the purpose, the necessity, the expected results, and minimum amount needed, and the method of determining this amount. In addition, if the possibility exists that special funding will be required for more than one year, the expected duration shall be given with a complete explanation. Requests for unending continuous functions, to avoid inclusion in formula funding, will not be granted.

If a special request is granted for a program that will produce SCH's then the funds received will be included in calculating the level of implementation for the recipient institution.

Section IX: Other Means of Financing—All annually recurring revenues, regardless of source, shall be budgeted by each institution. There are several reasons for this requirement: (1) The 1974 Constitution requires the annual appropriation of all funds for budgetary purposes; (2) budgeting provides responsible fiscal control over funds; and (3) budgeting requires planning in advance which, if properly done, normally results in more efficient and economical use of available resources. Institutions are the recipients of revenues from many varied sources. Some examples of what should be included in the annual budgets, both the request and operating, are tuition and student fees; parking fees and fines; library fines; income from publications; income from sales and services; recurring Federal funds such as George Barden, Vocational Education, McIntire-Stennis, etc.; user fees in continuing education, correspondence study, and extension courses; and auxiliary income, if expenditures are made for auxiliary operations from State appropriations.

Section X: Exclusions.

A. Two Primary Reasons for this Section Providing Funding Outside Formula-Generated Appropriations:

1. A method of measurement has not been devised for those certain institutions or operations that do not utilize student credit hours as a determinant of productivity. These are the Louisiana State University Medical Center and the Louisiana State University Center for Agricultural Sciences and Rural Development. A newly designed, modified program budget approach supported by substantiating statistical and narrative data, will be used by the Medical Center in requesting funds for 1978-79.

2. Other exclusions consist of specific items that do not fall within the normal scope of operations of all institutions. For that reason they arzhseparated from formula consideration to provide a more sound basis of comparison between institutions. Included in this category are bond service and special funds for capital outlay (for those institutions that include these funds in the operating budget), Louisiana State University Fireman Training Program Dedicated Funds, Organized Research and Public Service performed by Louisiana State University-Baton Rouge, the annual Livestock Show at Southern University-Baton Rouge, and Laboratory Schools at Louisiana State University-Baton Rouge and Southern University-Baton Rouge.

B. Method of Determining Recommended Funding Level.

1. Funding of these exclusions that are not otherwise provided for will be based upon fully documented and justified need as required to fulfill their duties and responsibilities as set forth in the role, scope and mission charge of the respective units. In the following category are the units for this year:

a. Southern University Board and System Staff.
b. Board of Trustees and Staff.
c. Louisiana State University Board and System Staff.
d. Louisiana State University Medical Center.
e. Center for Agricultural Sciences and Rural Development.
f. Organized Research and Public Service-Louisiana State University-Baton Rouge Campus.

2. The School of Veterinary Medicine is to prepare a budget request consistent with the actual needs for establishing the program, including anticipated costs relative to occupancy of their new facilities.

3. Louisiana State University has received dedicated revenues for a number of years which could be bonded and expended for capital facilities. Capital outlay in the Board of Trustees and Southern University Systems has been handled outside of operating budgets whereas the Louisiana State University System has used a combination approach. Because commitments are already made requiring the expenditures of annual appropriation funds to service these commitments, it is recommended that these funds be received by Louisiana State University above the formula amounts until these commitments are retired. In compliance with the Constitution and laws of this State, additional commitments cannot be made without approval of the Board of Regents.

4. Laboratory Schools—It is recommended that each public college or university operating a public laboratory

school receive the proper allocation of funds based on the minimum foundation formula of the State Department of Education. For Louisiana State University-Baton Rouge and Southern University-Baton Rouge, these funds should be specifically appropriated to the institutions.

5. The Louisiana State University-Baton Rouge Fireman Training Program receives funds dedicated from fire insurance premiums by Act 32 of 1970. This Act provides that one-fourth of one percent of premiums received annually by insurers for fire coverage within Louisiana be used solely for this program. Since this amount is subject to fluctuation, the requested budget amount should be based on the previous year's receipts adjusted for any anticipated changes. These funds are to be received in addition to formula funds.

6. Southern University-Baton Rouge annual Livestock Show is to be separately funded outside of the formula appropriation.

7. Southern University-Baton Rouge—The allocation for the Scotlandville Fire District is an annual fixed amount charged the campus for the provision of fire department coverage. This is necessary since the campus is not located within the jurisdiction of a municipal fire department. These funds are to be exclusive of formula funding.

Section XI: Audit Procedure—The use of a State appropriation formula results in student credit hours becoming dollars through the conversion using the basic factor chart. The audit procedure previously established will continue to be used for this revision. This will insure correct and consistent interpretation and application of the procedure for recording and receiving credit for SCH production and will facilitate the use of the *State Appropriation Formula*. Every affected institution shall be visited each year to provide any required assistance and to validate the methods and procedures used and the resultant data. The auditors shall use a predetermined audit outline including statistically proven record search patterns and those record areas requiring comparisons. Records to be examined shall include but not be limited to the following: class rolls; final grade reports; drop/add records; transcripts; student schedules; withdrawals and resignations; and any other relevant data sources.

Discrepancies shall be noted and reconciled and the necessary corrective action shall be taken. Should a particular situation warrant it, the audit will be expanded so that the extent of the problem can be determined and the SCH production reports amended to indicate the correct production figures. Official notification of the adjustment shall be given to all concerned parties.

The audit process will also include a review of off-campus SCH production to verify compliance with Board of Regents' Policy 4.2-Guidelines for the Conduct of Off-Campus Activities. Noncompliance will be noted in the audit report.

## Appendix A

### Standardized Reporting Forms

The student credit hour audit procedure as it exists presently takes fourteenth class day data (department, course, section, credit hours, number enrolled, student identification, and SCH's produced) and compares them to final grade reports. Any exceptions must be substantiated with support documentation, i.e., properly prepared drop, add, or resignation forms. This provides a uniform reporting system to put all institutions of higher education in the state on a common base, primarily utilizing four standardized report formats. These reports, the (1) class roster, (2) final grade report, (3) detail formula level report, and (4) summary formula area report, are to be prepared by all institutions.

The reports should be prepared as of the close of the fourteenth class day during the regular semesters and the seventh class day during the summer session (Louisiana Tech—ninth class day). One copy of the summary formula area report should be sent to the Board of Regents by the twenty-fourth class day of each regular semester and the seventeenth class day of the summer session (Louisiana Tech—nineteenth class day). For new classes beginning after the fourteenth (seventh, ninth) class day, each institution will be required to file a supplementary report of SCH's produced. These classes are to be reported in the session in which they are completed or in the following session if they are conducted totally in an interim period. The SCH production is to be reported in keeping with the two preceding requirements with SCH production being counted on a date that is equivalent to the fourteenth or seventh class day (Louisiana Tech—ninth) of courses offered during a regular semester. These supplemental reports will be due upon issuance of final grades in the reporting session and should include beginning and ending dates and equivalent cut-off dates for each class. A class day is defined as a regular class schedule day; Saturday and Sunday are to be excluded as class days.

A common sequence arrangement of the various reports is to be used by all institutions; this method will simplify the audit procedure and provide for a uniform communication basis. The class roster, detail formula level report, and the final grade report are to all be arranged in the same sequence, alpha by course name or title/or alpha by course name or title within college.

All exceptions between the fourteenth class day (ninth class day for Louisiana Tech) and the final grade report must be supported by properly prepared and authorized drop, add, or resignation forms which are to be maintained for all courses by semester, filed in alphabetical order by student's last name. The summary formula area report is a summary report and should be arranged in alpha order and course number within each formula area breakdown.

Note: Each institution will be required to identify all off-campus SCH production either on the above required reports or on a special supplementary report. Each course offered off-campus and the parish(es) in which it is taught must be reported. Parish codes are provided in Appendix D.

## Appendix B

### Reporting of Final SCH Production

To facilitate further research and study for the possible formula revisions, it will be necessary for each institution to furnish end-of-year reports on an annual basis. Information of this nature is necessary in the evaluation of measurement factors to determine effectiveness of programs. It will also point out areas where special formula consideration may be required. These reports, at a minimum, are to consist of recalculated BRC-1 and BRC-1A budget forms reflecting SCH production based on the final grade report.

## Appendix C

### Simple Algebraic Relationships
### Special Ten percent Factor for Use by Qualifying Institutions Only

A. Represent Educational and General Expenditures as E & G
Represent Resident Instruction and Related Activities as RIRA

(1) Salary Base equals 66 percent of RIRA
(2) RIRA equals 68 percent of E & G
(3) State Appropriation equals 73 percent of E & G

From statement (2)
(4) $E \& G \text{ equals } \frac{RIRA}{0.68}$

From statement (1)
(5) $RIRA \text{ equals } \frac{\text{Salary Base}}{0.66}$

Substituting in statement (4) from statement (5)
(6)

$$E \& G = \frac{\left(\frac{\text{Salary Base}}{0.66}\right)}{0.68} = \frac{\text{Salary Base}}{0.4488}$$

Substituting in statement (3) from statement (6)

(7) State Appropriation equals $0.73 \left(\frac{\text{Salary Base}}{0.4488}\right)$

State Appropriation equals 1.6265 Salary Base
State Appropriation equals Salary Base plus 62.65% of Salary Base

B. Special ten percent Factor

(1) State Appropriation equals 1.6265 Salary Base
(2) Ten percent (State Appropriation) equals Special Ten percent Factor
(3) State Appropriation equals 110% (1.6265 Salary Base)
(4) State Appropriation equals 1.7892 Salary Base
(5) State Appropriation equals Salary Base plus 78.92 of Salary Base

## Appendix D

### Parish Codes

| | | | |
|---|---|---|---|
| Acadia | 01 | Madison | 33 |
| Allen | 02 | Morehouse | 34 |
| Ascension | 03 | Natchitoches | 35 |
| Assumption | 04 | Orleans | 36 |
| Avoyelles | 05 | Ouachita | 37 |
| Beauregard | 06 | Plaquemines | 38 |
| Bienville | 07 | Pointe Coupee | 39 |
| Bossier | 08 | Rapides | 40 |
| Caddo | 09 | Red River | 41 |
| Calcasieu | 10 | Richland | 42 |
| Caldwell | 11 | Sabine | 43 |
| Cameron | 12 | St. Bernard | 44 |
| Catahoula | 13 | St. Charles | 45 |
| Claiborne | 14 | St. Helena | 46 |
| Concordia | 15 | St. James | 47 |
| DeSoto | 16 | St. John | 48 |
| E. Baton Rouge | 17 | St. Landry | 49 |
| E. Carroll | 18 | St. Martin | 50 |
| E. Feliciana | 19 | St. Mary | 51 |
| Evangeline | 20 | St. Tammany | 52 |
| Franklin | 21 | Tangipahoa | 53 |
| Grant | 22 | Tensas | 54 |
| Iberia | 23 | Terrebonne | 55 |
| Iberville | 24 | Union | 56 |
| Jackson | 25 | Vermilion | 57 |
| Jefferson | 26 | Vernon | 58 |
| Jefferson Davis | 27 | Washington | 59 |
| Lafayette | 28 | Webster | 60 |
| Lafourche | 29 | W. Baton Rouge | 61 |
| LaSalle | 30 | W. Carroll | 62 |
| Lincoln | 31 | W. Feliciana | 63 |
| Livingston | 32 | Winn | 64 |


William Arceneaux
Commissioner of Higher Education

Board of Regents

W. J. DeFelice, Chairman
Rogers M. Prestridge, Vice-Chairman
Richard D'Aquin, Secretary
Robert J. Bodet
Albert W. Dent
Ewell E. Eagan
J. K. Haynes
D. S. Young
Parletta Holmes
Thomas James
Edith Kirkpatrick
George Luffey
Robert Pugh
Joe D. Smith
John Thistlethwaite

## LOUISIANA BOARD OF REGENTS

W. J. DeFelice, Thibodaux—Chairman

Robert J. Bodet, Metairie—Vice-Chairman

Richard D'Aquin, Lafayette—Secretary

Albert W. Dent, New Orleans

Ewell Eagan, New Orleans

J. K. Haynes, Baton Rouge

Parletta Holmes, New Orleans

Thomas James, Ruston

Edith Kirkpatrick, Baton Rouge

George Luffey, Monroe

R. M. Prestridge, Bossier City

Robert Pugh, Shreveport

Joe D. Smith, Alexandria

John Thistlethwaite, Opelousas

D. S. Young, Lafayette

---

William Arceneaux, Commissioner of Higher Education